

School Activities

APRIL 1948



Pan American Brondecast—Ellensburg High School, Ellensburg, Washington



French Folklore Assembly—Lebanon Catholice High School, Lebanon, Penna.

"Every teacher, administrator, in fact, every citizen should really know Secondary Education, the keystone of our American educational system. ."

Hardy R. Finch

The Editors of

Secondary Education magazine invite you to share with them the accomplishments, the trends, and the problems of the American high school during the next two years.

*Send \$2.00 for two years' subscription (eight issues) to

SECONDARY EDUCATION

Box 303, Greenwich, Conn.

Member of the Educational Press Association of America

Summer Workshop in Theatre and Radio

MacMurray College for Women

(Open to High School Juniors)

JULY 6 .. JULY 30, 1948



The Summer Workshop offers unique opportunities for intensive experience in theatre and radio planning and production to talented girls who are now juniors in high school. High school juniors who are selected for admission will work with regular college students in the production of plays and radio programs.

Certificates attesting students' proficiency will be issued at the end of the session. Selection of the high school section will be made on the basis of talent and past achievement as revealed in application.

**For Application Blanks
write:—**

HAROLD E. GIBSON

Director of Summer Session
MacMurray College for Women
Jacksonville, Illinois

F. C.
New
New

LAUREN
Univ
Euge

K. J. C.
Mobil
Mobil

FRED H.
John
Rich

EDGAR
Univ
Seatt

ELBERT
Boy
New

HAROLD
MacM
Jacks

EARL F.
Wash
Univ
Topek

L. R. J.
Univ
Laran

HAROLD
Univ
Chape

W. W.
Indian
Bloom

MERLE
Steph
Colum

LAWREN
Willam
Salem

JOSEPH
Georg
for
Nashv

PAUL W.
Univ
Univ

H. F. V.
Miami
Oxford

ELMER
Wester
of E
Kalam

CLARENCE
Penns
State

Pub
Lane St

Ente
Act of

ADVISORY BOARD

- F. C. BORGESON**
New York University
New York, New York
- LAURENCE R. CAMPBELL**
University of Oregon
Eugene, Oregon
- K. J. CLARK**
Mobile Public Schools
Mobile, Alabama
- FRED B. DIXON**
John Marshall High School
Richmond, Virginia
- EDGAR M. DRAPER**
University of Washington
Seattle, Washington
- ELBERT K. FRETWELL**
Boy Scouts of America
New York, New York
- HAROLD E. GIBSON**
MacMurray College
Jacksonville, Illinois
- EARL K. HILLBRAND**
Washburn Municipal
University
Topeka, Kansas
- L. R. KILZER**
University of Wyoming
Laramie, Wyoming
- HAROLD D. MEYER**
University of N. Carolina
Chapel Hill, N. Carolina
- W. W. PATTY**
Indiana University
Bloomington, Indiana
- MERLE PRUNTY**
Stephens College
Columbia, Missouri
- LAWRENCE A. RIGGS**
Willamette University
Salem, Oregon
- JOSEPH ROEMER**
George Peabody College
for Teachers
Nashville, Tennessee
- PAUL W. TERRY**
University of Alabama
University, Alabama
- H. F. VALLANCE**
Miami University
Oxford, Ohio
- ELMER H. WILDS**
Western Michigan College
of Education
Kalamazoo, Michigan
- CLARENCE O. WILLIAMS**
Pennsylvania State College
State College, Penna.

School Activities

HARRY C. MCKOWN, Editor

C. C. HARVEY, Assistant Editor

C. R. VAN NICE, Managing Editor

VOL. XIX, No. 8

APRIL, 1948

CONTENTS

| | |
|---|-----|
| As the Editor Sees It | 242 |
| School City of Midwood | 243 |
| <i>Dorothy Duckett Joseph</i> | |
| Our Honors Day | 246 |
| <i>Jean J. Chapman</i> | |
| Are Your Dances Organized? | 247 |
| <i>Maynard B. Henry</i> | |
| An Arbor Day Program | 249 |
| <i>Gretchen C. Trumpp</i> | |
| Pep Assembly in Reverse | 251 |
| <i>Frances M. Fisher</i> | |
| From the Seniors to Their Mothers | 252 |
| <i>Golda Gaskins</i> | |
| Camping—an Educational Experience | 253 |
| <i>Dr. Philip L. Seman</i> | |
| Typical Minutes of Bay League Forum | 255 |
| <i>A. R. Veenker</i> | |
| Assembly Programs for May | 256 |
| <i>C. C. Harvey</i> | |
| News Notes and Comments | 261 |
| From Our Readers | 262 |
| How We Do It | 263 |
| Stunts for Programs and Parties | 271 |
| Comedy Cues | 272 |

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. \$2.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It



The theme of many a graduation program this spring will be "peace." This is an appropriate topic IF (1) it concerns the education of which the graduation is the end-event, and (2) it is kept factual and practical and not allowed to become fanciful and theoretical. Graduation "orations" have always been the butt of jokes because they reflected ideas and experiences which were inconsistent with the age and maturity of the "orators." Hence, if you use these heavier themes and topics, be sure that the presentations aren't ridiculous.

Many of the yearbooks published the last two years by smaller schools are downright atrocious, mostly because too much attention was paid to the outsides and too little to the insides. Attempting to make a small-school book look impressive, or to rival in size the publication of a large school, by the use of very thick, built up, waffle-like covers only shows the incompetency of the staff responsible. Such covers on a book of relatively few pages are incongruous, and needlessly expensive. A two-dollar book with good board covers is far more sensible and complimentary than a book of the same material in "waffle" covers at three or four dollars.

To continue with the yearbook idea. In terms of educational values and values received, the average yearbook ranks very low on the list of extracurricular activities; which is another way of saying that the money and time spent on it represents one of the program's poorest investments. The main reason for this is to be found in the inexperience and gullibility of the yearbook staff and its sponsor.

In athletics we train substitutes to step into the place of tired, injured, absent, and graduated first-termers. And we do the same—in the interest of permanency of policy—in music, class, student council, newspaper and other school activities and organizations, but not in year-bookings.

This project is usually the responsibility of a particular class, generally the junior, and so each year we find a brand new

inexperienced staff and inexperienced sponsor raising the old battle-cry "Bigger and Better Than Ever" and, with the help of commercially-interested experts, most amateurishly attempting to cope with the complicated editorial, technical, and financial problems involved.

Even attempting to build a brand new basketball team each year would be more sensible than attempting to develop a brand new yearbook staff, because the players would have had at least a little experience with the game. But in the game of yearbooking they have had no experience. Talk about babes in the wood!

Hasten the day when the yearbook is put out by the department of journalism, or, if there is no such department, by a staff whose members have had practical training as assistants during the two or three previous years, and whose work is closely supervised by a tough-minded and experienced—and permanent—committee of teachers.

In the Kansas High School Activities Journal for February, 1948, Commissioner E. A. Thomas editorializes under the title, "Control of Activities." The gist of his timely article is that school leaders should begin to resist attempts by outside organizations to crash the school's schedules. And that even though some of these outside organizations and activities are estimable, the school should discharge its responsibilities to its own children before adopting the children of its neighbors.

We agree heartily with this point of view. It is well known that about the easiest and swiftest way for an organization to gain publicity is for it to set up a contest in the schools, or get its activity into the school's schedule. The Contest Committee of the National Association of Secondary School Principals has eliminated many of these competitions by means of its official list of O. K.-ed events. We hope that soon it formulates and establishes a definite policy on intruding organizations.

However, in the last analysis, the problem must be solved by the individual school. 'Twill take some backbone, but that will be put to good use.

School City of Midwood

MANY of the more progressive cities of our land have adopted the custom of permitting high school students to assume the roles of Mayor, City Councilmen or Comptroller on one given day of the year, the purpose being to afford the youth of the community increased knowledge of the workings of a democratic system of government and to encourage them to appreciate the responsibilities of good citizenship. The Midwood High School, located in Brooklyn's Flatbush section, carries out this practice in a far more logical way, and with an unusual amount of drama and imagination, for Midwoodites live in and operate their own city within a city throughout their entire school careers.

The secondary school, as the environment in which the majority of our youth spend their most impressionable years, is faced with the great challenge of adequately preparing these students for life in a democracy-seeking world. Midwood High School is meeting this challenge in an admirable and highly encouraging way.

On a visit to the "City of Midwood," one finds its citizens voting freely and intelligently, discussing vital daily issues concerning their school lives, living in strict accordance with a constitution of their own creation, and capably assuming positions of trust and responsibility. Above all, these young citizens devote their talents and energies to the good of the entire school community.

Membership in the City of Midwood is offered to any enrolled student and any teacher of Midwood High School who subscribes to the articles of the community's constitution.

Governing bodies of the city are the legislative branch, the executive branch, and the judicial department. Close examination of the activities of these three reveals a fair and intelligent use of the power entrusted to them by their fellow-citizens.

Comprising the legislative branch and having legislative power over the G. O. are the City Council and the Board of Estimate. The City Council is composed of home room representatives, elected every term by each official class, and is headed by a council president elected by the coun-

DOROTHY DUCKETT JOSEPH

*New York University Student Teacher
Midwood High School
Brooklyn, New York*

cilmen. The Mayor, Comptroller, Secretary, and Chief Justice, elected each term by the city at large, hold membership on the Board of Estimate along with class representatives and the President of the City Council. Sitting with these bodies in an advisory capacity are one or more faculty members appointed by the principal. All general laws must pass both branches of the legislature and carry the signature of the Mayor, whose veto, however, may be by-passed with a two-thirds vote of both houses. Bills relating to school finances, the raising and spending of money, and the making of the school budget remain within the exclusive jurisdiction of the Board of Estimate. The City Council has the power to remove or reduce appropriations, but not the power to increase or augment them.

The Executive body of the city consists of the Mayor, the Comptroller, the Secretary, and various executive departments, each headed by a commissioner. Majority vote elects these officers, except for the commissioners and members of the departments, who are named by appointment. Duties of the Mayor are to preside over the Board of Estimate and to appoint departmental commissioners, who in turn, appoint the members of their respective departments. Important among the departmental functions are sanitation, athletics, school decoration, publications, food service, elections, justice, welfare, secretarial service, recreation, attendance, finance, and civil service.

In the Judicial Department may be found the Student Court, headed by a Chief Justice, who attains his office by election and is aided by five Associate Justices elected by the City Council from the city-at-large. Duties and powers of the court are fixed by the legislature, and are subject to the approval of the principal. Penalties imposed by the court are effective only when countersigned by its faculty advisor.

Elections in the City of Midwood are

well-planned and democratically sound. Having one of the most rigorous schedules of all of the departments, the Election Council draws up rules for candidates and voters, checks on qualifications of candidates, counts ballots, announces results, and installs elected officers. There are five major elections—Senior Council, Senior Celebrities, Freshman Officers, Home Room Representatives, and City Administrators. At the beginning of every term, the Senior Class elects its officers, consisting of a President, Vice-President, Secretary, Treasurer, and Editor of the school year-book, "Epi-Log." Freshman elections for class officers and City Council elections for home room representatives take place at the same time. Since Midwood has both a morning and afternoon session, the AM and PM homeroom representatives hold separate meetings, each group with its own officers. Some time during the first three months of the term, city members vote for "Senior Celebrities", indicating their choice of Midwood seniors Most Popular, Best Looking, Most Likely to Succeed, Class Scholar, Comedian, Musician, Artist, and Politician. And last on the calendar of elections for major City of Midwood officials,—Mayor, Comptroller, Chief Justice, Secretary, and Class Presidents. Election campaigns are spirited and constitute live examples of the keen sense of fair play which permeates the Midwood atmosphere. Public announcement is made of the positions to be filled, and students meeting scholarship, character, and service qualifications are invited to register their names as nominees. In the event of more than three applications for one position, primaries are held, and the three nominees polling the most votes are thus chosen to run in the final campaign.

Campaigns are regulated by certain provisions made public to all, and drawn up by the Department of Elections. These regulations relate to expenditures by candidates, type of campaign literature, speeches, and visits to home rooms by candidates. The amount of money which each candidate may spend is fixed. An itemized statement of expenditures is required, which must include an appraisal of cash value for all donated materials used. Any discount received by a campaigner must be put at the disposal of his opponent. The sum of money to be spent

may be divided by candidates as they wish. Literature to be distributed must not be of the type which will litter the floors, and usually consists of useful articles such as blotters. Any infraction of these rules disqualifies the candidate. Election speeches are followed in the assemblies by question and answer periods in which the audience participates and informs itself as to individual stands on pertinent campaign issues. *Argus*, the school newspaper, publishes special pre-election issues analyzing and evaluating planks and platforms of candidates. The staff conducts interviews to determine the methods of practical application of promises made. The Election Committee issues and tabulates the ballots to the city-at-large, presents the results of the voting, and installs elected officers. When sworn into office, city administrators take an oath, which includes a promise to so uphold their office that they will leave their city "greater and better" than they found it.

Applications for Commissionership are filed personally with the new Mayor-elect who makes appointments on the basis of ability and merit. Students filing these applications are asked to answer such questions as "What is your conception of the nature of the position for which you are applying?", and "What do you intend to do if appointed?"

Truly representative of a high type of sportsmanship is the inspiring and encouraging letter sent to losing candidates. It thanks the student for having made the bid for office, and cordially invites him to lend his abilities and efforts to the job of student government. Listing the real test of sincere citizenship as "the willingness to work without the title, subordinate to another. and yet, *to the very best of your ability*, to make student government a living reality," this written expression of gratitude and friendship makes for real and generous cooperation.

The Department of Finance is another example of student efficiency. At a time designated by the Board of Estimate, each Midwood department and club submits a statement of proposed expenditures. The Comptroller, with the advice of the faculty G. O. Treasurer, then draws up a budget which goes before the Board of Estimate and the City Council. The total budget is divided by the number of student citizens in Midwood, with allowances being made for pupils unwilling or

unable to pay their taxes. The rate of tax is then announced. Thus, the tax rate is dependent on the number and extent of community services, and the willingness and ability of school-citizens to meet financial obligations to their school-community. The current City of Midwood budget is approximately \$4,500 a year. Since the city numbers approximately 4,500 student-citizens, the tax rate per student is approximately .80. The remainder of the money is raised through the sponsoring of dances, varied sports activities, a Fall Variety Show and a Spring Musical Concert.

During the Fall term of last year the City of Midwood added to its many activities the distribution of newspapers. This addition had four aims, as stated in the 1948 report of the faculty advisor:

- 1) To encourage the habit of reading good newspapers
- 2) To give City of Midwood leaders an opportunity to manage a real business
- 3) To make a profit
- 4) To give the usually inactive *Midwoodite* the chance to serve.

In connection with the last purpose, a squad of boys who had never participated in extra-curricular life became active in the daily distribution of the papers. According to the report, all aims were accomplished. Since the administration did not wish to tell students what papers to read, it was decided to sell those papers whose publishers applied to the school. These included the New York Times, The Herald Tribune, The New York Sun, and the Newspaper PM. At the beginning, sales were above the thousand mark daily, and to date profits are above \$300. Other fund-raising activities of last semester included a fashion show, "Around the Clock with a Midwood Girl", conceived and managed by personable student-citizen Helen Ginandes, Midwood's newly-elected Mayor. The star of this event was "Candy" Jones, a model, and the proceeds, approximating \$100, were donated to the Food Conservation Drive for Europe.

Indicating a further interest in contemporary affairs, 57 Midwoodites toured the nation's capitol over the Thanksgiving weekend. The trip, which was the brainchild of 7th term president, Judy Engle, included visits to all of Washington's most important public buildings, and even gave to several "snap-happy" Midwood students who visited the Annapolis Naval Academy

the opportunity to photograph the grief-stricken faces of Midshipmen, still unhappy over their recent gridiron defeat by Army.

Justice is an integral part of the governing philosophy of the City of Midwood and so it is not surprising that its Student Court was founded, and functions to preserve that justice and to maintain order. Operating under a sound code, this court is authorized to impose penalties known as "counts", varying in number, for minor and major student offenses. A record is kept of the counts imposed upon any student. This record is considered in determining character rating of students in Arista admissions and in school references. If, at the end of one year, there are no additional counts on a student's record, he may have the counts removed by obtaining the signatures of three of his current subject teachers, three teachers of the previous term, and of the Dean, to the effect that his conduct during the current and previous term has been satisfactory. Students receiving counts during their Senior year may remove them in the same manner at least two weeks before their graduation. The acquisition of five counts by any one citizen is reported to the Dean who may take action as he sees fit. However, students who have had counts removed and are subsequently found guilty of another offense have all of the previous counts restored to their record in addition to the new counts the court may impose. The other form of penalty, detention, is used as little as possible. An informative and adult questionnaire was submitted to Midwood faculty members by officers of the Student Court whose purpose as stated was "to find out exactly why teachers do not send more of their cases to the court."

Centralizing and coordinating force of the service activities of the city is the Midwood Service League. This organization staffs the guard and lunchroom squads, and helps to provide service to the various offices. Students may make application at the beginning of the term for the type of service which they wish to render. Following a check on their qualifications, they are assigned to one of the squads or offices. The teacher-in-charge passes approval as to the acceptability of the assignee for the service. Service Leaguers are rated by faculty advisors on a point basis, ranging from four points to one point. These ratings are then multi-

plied by the number of periods per week of service. Entrance into one of the Honor Societies and Service Awards may be granted when a student's cumulative record and work reaches a stipulated high.

Midwood's Victory Corps consists of boys and girls working before and after classes on clothing, book, and scrap drives. This worthwhile and energetic group has dedicated itself to the keeping of the peace, and, in the words of Abraham Lincoln, pledges "to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

A coming event on the Midwood calendar is the Franklin Delano Roosevelt Memorial Award. The student body indicates by popular vote its choice of an outstanding personality of the year.

Dr. Jacob M. Ross, Midwood's principal, is to be very highly commended for the dynamic and human way in which he is meeting the great challenge of helping to shape the youthful population of Midwood into mature, discriminating, and purposeful adults whose keen sense of co-operation, justice, and democratic action will be sorely needed in the world of tomorrow. Too much praise cannot be given for the invaluable roles of faculty members and student-citizens. In miniature, the Midwood experiment, tried and proven, constitutes an excellent precept which honest-to-goodness community governments might do well to observe and follow.

Our Honors Day

JEAN J. CHAPMAN

*Spartanburg High School
Spartanburg, South Carolina*

DURING the first week in May, at Spartanburg High School a portion of a day known as Honors Day is set aside as a time when those students who have distinguished themselves in scholarship or in service to the school may be recognized.

Planning for the 1947 program began early in March with appointment of a faculty committee of six: two to serve on the program committee, two on the commercial committee and two on the decoration committee.

The program committee advisors first

called to a meeting any students in the school interested in serving in any capacity on an Honors Day committee. From this group the advisors drew up lists of committees and gave them to the other committee sponsors. In this way each group of sponsors had a committee made up of interested students.

The group working on the program met, discussed suggestions for a general theme for the program, and then each member was told to write out in some detail his plan for the program and give it to the advisors within a specified time. Meantime the commercial committee began readying forms on which scholarship and service points (based on a point system previously adopted by the school) would be recorded.

The written program suggestions were studied by the faculty committee, and the most promising one was selected. The theme was the Balancing of Spartanburg High School's Accounts for the Year 1946-1947.

Following this plan, the theme of balancing one's accounts at the end of a year was carried out in the speeches of those who introduced the various groups to be rewarded. Awards were made for service to the school, for scholarship, for both service and scholarship combined, and for outstanding achievement in individual subjects. The speakers also announced special honors that were conferred on the holders of outstanding school offices for 1947-1948. In decorating, also, the theme was carried out by using a large school seal at the focal point on the platform, using school colors to decorate the platform, placing school award cups along the front of the platform and, in keeping with the accounts idea, having on the platform a giant ledger, with its pages captioned "Service", "Scholarship", etc. The leaves of this book were turned by two pages clad in black robes; a large pen was used to check off each sheet of the ledger as the subject on that page was completed on the program.

Printed programs were used so that the honorees, the student body, and visiting parents could follow the program more easily. On the cover was printed the quotation: "Give an account of thy stewardship." The devotional was from the twenty-fifth chapter of Matthew: the parable of the talents.

Are Your Dances Organized?

PRACTICALLY all schools, regardless of size, will hold dances under their auspices at some time during the course of the year, either formal or informal. The frequency of these in many localities is greatly limited, however, by the fact that so much "last minute" preparation is connected with most dances that it results in disruption of the entire school program, and hence must be greatly curtailed. Each dance brings a new crop of inexperienced committees which, through lack of training, become involved in needless fumbblings.

Much of this needless expenditure of energy can be prevented by following an organized outline for all dances, and free the committee for real planning of the type of entertainment and decorations which will make their dance both "different" and successful. Although school situations vary in their organization, the type of planning required changes only slightly from school to school. Why not set down a list of things which all committees must do and the persons responsible for each? This will not only facilitate planning by new committees but, if a complete report is required to be filed in the principal's office before the scheduled date of the dance, will give the principal an opportunity to check the completed plan.

Listed below is a sample of such an outline which may help you and your committee chairmen not only to make the planning "hitch free", but to hold a larger number of such activities with a smaller amount of disorganization of the schedule of the school. With slight changes it should be adaptable to any situation.

DID YOU—

1. Secure permission for use of the floor on the date set? (See Principal)
2. Set the price of admission? _____
Prices: _____
3. Plan your advertising? Give methods: _____
4. Secure chaperones?
 - (1) Person responsible: _____
 - (2) Two pairs of parents: _____
a. _____ b. _____
 - (3) Five faculty members: _____
a. _____ d. _____
b. _____ e. _____
c. _____

MAYNARD B. HENRY
Student Government Sponsor
Towson High School
Towson, Maryland

5. Prepare for chaperones?
 - (1) Appoint a "greeter"?
Name _____
 - (2) Prepare chaperones "corner"?
 - a. Card table and cards _____
 - b. Furniture (Room 215) _____
 - c. Set up corner by boys _____
locker room.
6. Complete plans for entertainment?
 - (1) Committee: _____
a. _____
b. _____
c. _____
 - (2) If an orchestra dance, secure the principal's approval? _____
Was a contract signed? _____
 - (3) If a "record hop" did you:
 - a. Secure key to the victrola? _____
(See office secretary) _____
 - b. Buy needles for victrola? _____
 - c. Get records? _____
 - d. Have amplifying system set up? _____ (See Miss Hale)
 - e. Get a "disc jockey" to operate the victrola? _____
His name _____
7. Appoint a Decorations Committee?
 - (1) Committee: _____
 - (2) a. Check 5 (2). _____
b. Buy cornmeal or wax for floor? _____
c. The type of decorations are _____
d. How will they be placed? _____
e. Place spot-lights? _____
(See Mr. Murphy)
 - f. Check footlights? _____
8. Prepare refreshments?
 - (1) Committee: _____
a. _____ d. _____
b. _____ e. _____
c. _____
 - (2) Type of refreshments: _____
 - (3) Method of serving: _____
 - (4) Secure ice: _____
 - (5) Get ice picks, bottle openers, napkins, punch bowls, dish cloths and other incidentals needed? _____

- (6) Make plans for serving chaperones? _____
- (7) See Miss Fowble for use of the cafeteria on date set? _____
(Be sure cafeteria is *Clean* when you leave it.)
9. Send dance forms to office?
 - (1) A copy of this form should be sent to the office two days before the dance is held.
 - (2) Have S. G. A. permits signed for outsiders? _____
 - (3) List of (2) for easy reference at door? _____
 - (4) Tax forms (Bureau of Internal Revenue, Customs House, Baltimore, Md) should be secured before the dance. These should be completed and given to the office secretaries). Send for two weeks before the dance.
10. Appoint a Door Committee?
 - (1) Committee:
 - a. _____ d. _____
 - b. _____ e. _____
 - c. _____
 - (2) They should have:
 - a. Change (See secretaries) —
 - b. Dance lists No. 9 (3)
 - c. Dance forms No. 9 (2) —
 - d. Punch
11. Make arrangements with the office for financial payments, as the check for the orchestra, etc? _____
12. Inform the building custodian of the date and hours? _____
13. Call police station on the Monday before the dance? _____
14. Appoint a clean-up committee?
 - (1) Members:
 - a. _____ d. _____
 - b. _____ e. _____
 - c. _____ f. _____

In connection with the dance preparations there are several other suggestions which new committees may find useful:

- (1) By approaching the P. T. A. they will probably take care of securing the parent chaperones. Parents want dances so let them secure the number needed. Just give them the dates and numbers.
- (2) If outsiders are admitted, then how shall they be controlled? Why not place the responsibility on the student issuing the invitation. When rules are violated the student can then be informed, and, if the infraction is seri-

ous, the couple asked to leave. The list of outsiders can also be checked by the faculty before the dance. Any known trouble makers can be eliminated without embarrassment. Below is one form used:

S. G. A. DANCE PERMIT

No. _____

I do hereby accept the responsibility for the behavior of _____ and understand that the following school regulations will be abided by at the dance:

1. No smoking.
2. No intoxicating drinks before or during the dance.
3. Conduct myself at the dance as a lady or a gentleman.
4. Do not leave the school building nor communicate with any person not attending the dance.

If any one of the above regulations is disregarded the person named above and I will be requested to leave the dance. The person sponsored will be denied the privilege of attending future dances, and I will be denied the privilege of sponsoring persons at future dances. In addition I will abide by any decision of the Student Court rendered in my case.

Date _____ Pupil _____
Homeroom _____

- (3) As to faculty chaperones, the responsibility should be divided among all members. By making all members (through the principal) responsible for a definite number of dances, no undue load is placed on a few individuals. In case of a necessary change in plans, the faculty member can be made responsible for a substitute.
- (4) Last, but by no means least, is the problem of leaving the dance and returning. If you or your committee are "new", play safe by keeping them in the building. Criticisms of dances, if they occur, usually arise from outside conduct. Students should be constantly under the supervision of the chaperones, for protection of the school. Their conduct outside is a parent responsibility.

So, get your plans on paper and then carry them out. Outside criticisms will disappear, and you will have more and better dances.

An Arbor Day Program

LAST year, our school undertook to produce something largely original for an Arbor Day program. The Assembly Committee decided upon the general nature of the project and invited two students—Nadine Boom and Darlene Kugel—to contribute a playlet for the occasion.

Here is the performance as it finally appeared:

Nadine: Since April 21 is Arbor Day, we thought it would be appropriate to have an informal discussion on the customs and origin of Arbor Day. Zane, how did Arbor Day originate?

Zane: Arbor Day began in Nebraska. J. Sterling Morton, of Nebraska, started the custom of planting trees.

Nadine: But why was Mr. Morton so interested in planting trees?

Darlene: He once lived in Michigan, where there were many trees. He later moved to Nebraska, where there were few trees and he thought there should be more of them planted.

Nadine: How then did Arbor Day get its name?

Rodney: That's easy. Arbor in the Latin language means tree. In other words, Arbor Day means Tree Day.

Nadine: Let's name some good uses of trees.

Roger: Trees keep banks of rivers firm so they will not be worn away by spring floods.

Billie: They help make our country more beautiful.

Duane: Oh—all you ever think of is beauty.

Margaret: Well, beauty is important in every one's life.

Nadine: Now this started to be a round table discussion of trees.

Billie: O. K. Let's get back to trees. What about the food trees give us?

Rodney: I couldn't live without food.

Duane: Johnie Appleseed thought of food also when he planted the apple tree. (Tell story of J. A. in brief.)

Darlene: Trees help keep us cool on warm days.

Roger: What about the poem "Trees" written by Joyce Kilmer? Everybody likes that song.

GRETCHEN C. TRUMPP

*Teacher, Roosevelt School
Cedar Rapids, Iowa*

Nadine: Yes. The ninth grade girls will now sing "Trees."

(Song)

Nadine: Does anyone know how Arbor Day is celebrated?

Zane: Here in the U. S. we usually associate Arbor Day with planting trees.

Billie: In Germany each member of each family plants a tree forty days after Easter.

Roger: In a little Swiss town, a group of people met and decided to plant a forest of oaks.

Margaret: Arbor Day is one of our newest American "days"—but it is said that the Aztecs always planted a tree when an infant was born and gave it the child's own name.

Zane: And the old Mexican Indians plant trees on certain days of the year, under the full moon, naming them after their children.

Nadine: Coming back to the U. S., has our National Government ever legally set aside Arbor Day as a legal holiday?

Duane: It's not a legal holiday, but most states do remember the day in relation to conservation.

Darlene: How do trees help themselves after they are damaged by people?

Roger: Trees doctor themselves. For example, the cheery tree has a protection that other trees don't have. The very day a cherry tree is damaged it starts to cover the opening with a gumlike substance.

Margaret: Do other trees help themselves as the cherry tree?

Rodney: Yes, other trees doctor themselves, too. The Cambium layer next to the crack starts to doctor the damage at once. The wood grows on each side toward the center and then joins in the center so there is no crack at all.

Billie: I once saw a tree that seemed to be composed of two separate trees that had grown together. Does anyone know what caused that?

Duane: Yes, after one tree had started to grow, another seed germinated and sent its trunk up close to the first one. So they grew together as one tree.

Margaret: If you had a swing on a tree

and the tree grew, would the swing be higher or stay the same?

Nadine: That's a hard one. Do you know the answer to that one Roger?

Roger: I don't know for sure, but I think it would remain the same.

Nadine: But why?

Roger: Because when a tree grows it adds new branches, and old branches remain at the same height. Isn't that right?

Margaret: Smart people—I thought I'd catch you on that one.

Duane: Do you know how trees are wasted?

Billie: Well, I think quite a few trees are destroyed each year by fire.

Zane: That's right! A lot are wasted by cutting trees and by clearing land for farms.

Roger: How about insects and about destroying trees by old fashioned methods of taking products from trees?

Darlene: Pretty good examples, I'd say.

Rodney: What are some ways trees can be conserved?

Nadine: By reducing waste in cutting trees and by battling insects.

Billie: They can be conserved by thinning out young forests and by using the dead trees for wood.

Rodney: Also, by re-planting burned areas.

Margaret: Didn't President Roosevelt write a letter to the school children of America?

Billie: I looked that up. Shall I read it?

All: Sure! Go ahead.

Billie: (President's letter)

Nadine: Darlene and I wrote a letter to Governor Blue to see if he was going to issue an Arbor Day proclamation in our state. Here's the letter he wrote us. (Governor's letter)

Duane: I read in a magazine that, to mark the 100th anniversary of Fort Kearney this year, Nebraska hopes to plant one linden tree for each man who enlisted from that state for service in World War II and one oak for every soldier who lost his life.

Darlene: Speaking of linden trees. I believe the chorus knows a song about the linden tree which they will sing before we close with—Forest Green and Silent.

The chorus—9A and 9B girls—occupied chairs on risers in front of the stage. The participants in the playlet were seated around a large table in the center front of the stage.

Pep Assembly in Reverse

M. D. CLINTON

Principal

Virden Community High School
Virden, Illinois

Variety in pep assemblies is a problem most schools have to face, especially during basketball season. At a recent Virden High School pep session, the Senior girls decided to reverse the order of events, to use the word "not" in as many instances as possible, and to stir up enthusiasm by appealing to the reverse side of the student body. A mistress of ceremonies was appointed. She in turn worked out the following guide whereby the assembly was conducted.

What Student Body did

1. Yells by cheerleaders
2. Words from the coach
3. Song by Senior girls
4. Pep talk by Senior student
5. Yells by cheerleaders
6. Pep talk by "Kilroy"
7. Announcements by Principal
8. School song

What she said

1. School Song (always sung last)
2. Announcements by our principal, Mr. Clinton (He usually gives talk next to last thing on program.)
3. Cheerleaders
Since we were playing Ball Township High School, they worked out several novel yells during which they used a basketball. (very effective)
4. Senior girls sang (a group dressed in jeans and with backs turned to student body)
5. Senior girl gives pep talk whereby she armed everyone with butcher knives for "after game slaughter", asked student body to "boo", not yell, had the coach praising the team for its magnificent performance and team work, had coach's bench on ceiling instead of floor, and deciphered the sportsman-ship code in opposite language, etc.
6. Cheerleaders
7. Coach talked: asked student body not to come to game, not to sit as a group at game, not to pay admissions, not to come in front door of gym but side door, etc.
8. Cheerleaders

Needless to say, no one knew "what" was coming next, all were attentive for a speedy thirty minutes.

Mother's Day Program from a New Angle

FINDING new angles for Mother's Day programs is often a test for faculty committees. As a general thing, they run to the sentimental side of motherhood and neglect the realistic view of love and honor which the children really feel for their mothers. This program is always a special occasion for both mothers and children in our school.

Each year, invitations are sent to the mothers, asking them to attend a program in their honor and a tea which follows, in the cafeteria. The home economics department is responsible for the decorations and refreshments. The last time mothers were entertained, fifteen gallons of punch and five hundred tea cakes were required. They were made and served by the girls in this department. All of the boys and girls bring flowers, which decorate the cafeteria, auditorium, class rooms, and halls. It is truly a gala affair.

The inspiration for our last program came from Madge Polk Townsley, school librarian, and member of our committee. Miss Townsley wrote and directed a playlet entitled "Motherhood, a Paying Investment" which brought out the thought that motherhood is not all sacrifice, and also showed that more often the time and money spent on children in the way of general education pays dividends to devoted mothers who are ambitious for their children.

The stage setting was simple, and the production ran about fifty minutes. The full stage was used, with enough props to effect a dean's office. This included a settee, chairs, piano, desk, and desk chair, placed at the left side of the stage.

The scene opened with a children's committee meeting with the dean for the purpose of working out a program suitable for Mother's Day. The dean, played by one of the larger girls, offered to help present a "different" kind of program. One of them suggested, "Think of what sort of children we would want if we were in our mothers' boots. Would we count ourselves valuable if we were our children?" That brought a laugh, and dialogue followed to bring out the point that they wanted to show to their mothers that their every-day activities in school helped to develop them into good investments.

In the roundtable talk of this commit-

FRANCES M. FISHER

Mathematics Instructor

*Woodrow Wilson Junior High School
Terre Haute, Indiana*

tee, one boy stated that home room books helped students to use good manners, to understand their own personalities, and to form good habits. Another one stated that they did try to appreciate the value of math. It helped, so he said, to understand the problems their mothers have with expense accounts when children ask for extra things.

Social studies, they agreed, were even more important since the airplane had brought all countries within a few hours of one another.

One of the boys talked of English classes and leaned toward the sentimental side by asking Nancy Genung, a ninth grade student, in the committee to read her original poem, "My Mother". She read the following with sweetness and sincerity:

"MY MOTHER"

She will always be within my heart
Whether near or far away.
She never fails to do her part
Each and every day.

I was cuddled in her arms, a baby,
I may say that I'm in them now,
For you see, she will always guide me
In the steps of my future, somehow.
I can think of these things she is doing
for me,

And I know that there is never another
Who will give me that faith, for you see
She's a wonderful woman—my mother.

Clubs, they said, developed interest in hobbies, and they, dramatized other departments by having boys come on the stage to show and talk about what they had made in industrial arts. A girl came in to join them with her arms full of library books, which she said were chosen for reference and recreational reading.

A noise at the side of the stage caused everyone to look. It was boys, from the physical education department, boxing. They were invited on stage to finish their bout. This made a good laugh for the audience. The girls from physical education were not to be left out, for they were invited to appear for solo dancing.

The girls from the home economics department staged a style show and looked

lovely in dresses they had made in class. Then the girls from the cooking classes followed, carrying colorful arrangements of spring flowers, cooking utensils, and a beautiful cake which showed that their efforts were not in vain. Lively music on the piano and spot lights were used throughout the program.

The committee chairman at this point suggested that all sit back and enjoy other featured numbers by special talent. This part of the program included the boys and girls glee clubs, vocal solos, also instrumental solos and various dance specialities. It ended with music by school band.

It is needless to say that the mothers were glad to see their children at their best, and the children felt that they had demonstrated that their training was bringing results. They made a happy gathering when the children invited their mothers down to the cafeteria, where the home economics classes served punch and cakes from an artfully decorated table. Other pupils from the music department played instrumental music while the guests sipped their drinks and visited with boys and girls and with members of the faculty.

From the Seniors To Their Mothers

GOLDA GASKINS

*Teacher, Marlette High School
Marlette, Mich.*

COMMENCEMENT is a time of great rejoicing in most American families. The young people are showered with gifts and parties. No one begrudges them the thrills which come from long dresses and first corsages.

Therefore, it seems unusually fine when young people pause at this important instant in their lives to do homage to those who have helped them attain their goal of graduation.

There is a consolidated school in rural Michigan where the seniors do pay this homage to their mothers each year. The institution is as old as the consolidation of their school. The event in the language of the local people is known as "The Senior Tea". It is an affair of great dignity and beauty, but so accustomed is everyone to the event that no great fuss is made

over it. Many of the students in the lower grades are entirely unaware of the event, and even the freshmen go on with their classes undisturbed.

Like most schools of this type, the gymnasium must suffice for all events. Along about the last week in April or the first week in May, the doors of the gymnasium are closed except to the members of the junior class, who proceed to erect a false ceiling of blue cheesecloth, walls of paper simulating rocks, and connecting the two with streamers of multicolored paper.

When this part of the work is done, the "gym" is declared ready.

Midway between the prom and the banquet, the senior girls take over. Card tables are borrowed from all who are fortunate enough to know the girls of that particular class. All of the mothers of seniors are invited to come to the school at two-thirty of a certain day. The local green houses are besieged for flowers. Aside from the tea table which is laid out with an eye to color and line, all of the little tables have their small bouquets.

The mothers of the two students ranking highest scholastically pour. Hence, they must be presented with corsages. The lady teacher who sponsors the class must have one. And then some of the other mothers and many of the girls wear one for their own pleasure.

Senior girls welcome the mothers at the door and escort them to the tea table and from there to a small table. When all have been served, the style show commences. Those girls in the upper classes who are fortunate enough to possess either a new street outfit or a new formal, model them at this time.

The music department is prevailed upon to furnish soft music as a suitable accompaniment to the dimly lighted room.

After the last girl has shown her dress, each girl takes her mother on a tour of the building. Incidentally, introducing her to her teachers. Sometimes the boys take part by each escorting a girl into the room and to the miniature stage where she displays her finery.

All is done in a natural manner. The mothers enjoy a lovely afternoon, the girls learn some social graces, and the school comes a little closer into the lives of the families it serves.

Why not carry out such a project in your school?

Camping--an Educational Experience

WE learn from a pamphlet issued by the Department of the Interior, Bureau of Education, prepared by Marie M. Ready, their Assistant Specialist in Physical Education, that Ernest Balch established a camp for a group of boys on Lake Asquam, New Hampshire, nearly sixty years ago. The experiment proved so successful that shortly afterward other camps were established and the camping movement began to grow steadily.

From its very beginning, the summer camp proved an excellent means, not only for furnishing interesting and wholesome occupations, but also for providing educational work for children. The success of this work is largely attributed to the fact that the method of organization or management includes a well-balanced schedule of outdoor work and play. Each camper assumes some responsibility and contributes something toward maintaining the camp.

During the early stages of the camping movement only camps for boys were established. Not only teachers and parents realized the great benefits which were thereby made possible, but the boys themselves who had these opportunities valued them as great events of their lives. Practically every account of these early camps not only praised the movement, but also urged the establishment of many more. The health, educational and recreational values of camping had become so well organized by 1900 that a similar movement for girls was launched. Mr. and Mrs. E. C. Cobb established a camp for girls at Bridgeton, Maine, and a few years later the movement was fostered by Dr. and Mrs. L. H. Gulick, who opened Camp Aloha at Fairlee, Vermont, and Mrs. Charles Farnsworth, who established the Hanoum Camps at Thetford, Vermont.

In 1910 the Directors of boys' summer camps formed an association for directing their work. The association met annually for the purpose of considering all problems of camp direction or camp management.

A similar association of the directors of girls' camps was formed in 1916. These associations worked not only for the purpose of improving the summer camps for the few children of the well-to-do, but also for the purpose of giving the camp a

DR. PHILIP L. SEMAN, F. A. A. A. S.

Honorary Chairman

Chicago Recreation Commission

Chicago 24, Illinois

permanent place in education. About twenty years ago the National Association of Camp Directors was organized, consisting of Camp Directors of boys' and girls' camps—private, public and institutional camps. The idea of having every child spend several summers at least in an organized summer camp is gaining headway, not only in the United States, but prior to the War also in foreign countries, especially in England and Sweden.

Over twenty-five years ago an appeal to parents in the United States to send their children to camp appeared in the weekly bulletin published by the Chicago Department of Health. In this bulletin the Editor stated that it is essential for parents to investigate and find out for themselves what camp will do for their children in building better health and better morals, in teaching democracy and better citizenship and promoting safety. Sending a child to camp is like taking out an insurance policy on the child's safety for the period of the summer in particular. "The contribution of the organized camp to American education", Dr. George L. Meylan in July, 1924, *The Playground Magazine*, said that the summer camp deserves a prominent place in education because of the large contribution that it is making toward the development of stalwart, upright and loyal citizens. No effort should be spared to encourage the extension of camps until all boys and girls in the land shall enjoy the advantages of camping as a part of their education. The thinking citizen of the world today realizes as never before that the most important factor for social progress, national stability, and human happiness is individual character. President Eliot of Harvard University said the organized summer camp is the most important step in education that America has given to the world.

Even two weeks at camp will in time pay dividends to society, for it gets the boy or girl away from the hustle and bustle of superficial city life that so often tends to kill the best that is in young people, and gives them a chance to taste the

simple life of their sturdy forefathers. It provides a complete change of scenery, gives them new things to do and to think about, brings new faces and new friends, new problems, new experiences, new obligations, all of which make the camper better and more self-reliant. It gives the camper the much needed opportunity to express his savagery without getting into jail or to be brought before the Juvenile Judge. Just to be free, to run, climb, swim, shout, to yell if they feel like it; no traffic rules no policemen, no nervous school teachers, no silk hose or silk dresses or any other dress fineries—just an opportunity to live. It is wonderful to feel and to breathe the freedom of the open air and to live the natural life. It also offers a firsthand contact with wild nature along with an opportunity to investigate the mysteries of nature, to chase butterflies, to collect odd bugs, stones and flowers, to peep into lovely bird's nests, to listen to the strange wood sounds, watch the simple folk of the wild at play. Where else can one have such an opportunity for real adventure?

The writer believes the time will soon be here when camping will be looked upon as important as schooling, and free libraries, parks and playgrounds. Thus every child in America will be given the opportunity of enjoying camping as an educational experience.

There is already some experience to go by. Not only the New York State law makes it possible for school districts to provide camping as an educational opportunity, but in Los Angeles, California as well. The New York State bill which speaks of school camps for children in state parks (Article 39B) and refers to Section 1025, "Establishment of camps and appropriations authorized". This section reads "A city acting through its legislative body is hereby authorized to establish camps in spaces provided therefor in parks adjacent to such city under the jurisdiction and control of the State Council of Parks or elsewhere. Such camps shall be used to furnish instruction, recreation, and maintenance of children of school age, and shall be under the jurisdiction of the Board of Education of such city. such Board shall provide opportunity for children to receive instruction in such subjects as it may deem proper. Such Board shall prescribe the activities to be carried on and shall set up rules and reg-

ulations for admission to such camps, and the conduct and discipline thereof. Such camps shall be operated between July 1st and August 31st of each year and at such other times as such Boards of Education may prescribe. No child shall be entitled to free instruction and maintenance in any such camp for a period in excess of two weeks during any one year unless the Board of Education prescribes and directs that physically handicapped or other children be maintained for a longer period. The legislative body of a city is hereby authorized to appropriate such sums as may be necessary for the purpose of carrying out the provisions of this article. Such money shall be paid out by the Treasury.

Your writer believes, it will not be long before other states in these United States will enact and not only make these laws permissive but mandatory.

Dr. John S. Carroll, Superintendent of San Diego County Schools, tells that the need for extending the values of camping programs to larger numbers of young people became increasingly evident, particularly as the need became more evident for an increase in the phases of youth programs which had a positive beneficial influence on youth in general. In San Diego City and County, Dr. J. S. Carroll tells us that this problem resulted in several groups meeting as representative members of the Camping Committee of the San Diego Coordinating Councils. This representative committee launched the project of obtaining a lease on a former CCC Camp in Cuyamaca State Park in San Diego County and initiated the necessary procedures for the establishment, through joint ordinance under the community recreation act of the San Diego City and County Camp Commission.

Miss Minette B. Spector, Supervisor of Recreation, and Mr. George Hjelte, General Manager of Recreation and Park Department of Los Angeles that conducts Municipal Camps, have adopted the following criteria for judging effectiveness of a camp program as set up by Dr. Elbert K. Fretwell of Columbia University. This criteria includes such facts as—Is a Youth Safe? Are the health requirements for campers, counselors, cook, and the whole personnel of the camp adequate? Has the camp adequate provisions to prevent or to care for possible illness or accidents? Is the physical environment and equipment

adequate? Is the camp program aiding in developing hygienic habits of living? Does the camp enable the boy or girl to keep well and to have the power, speed, endurance and nerve control necessary for working consistently on a high level of accuracy and efficiency?

Does the camp furnish favorable opportunity for developing through satisfying practice, the qualities of a good citizen? Are the camps providing opportunities for initiative, leadership, cooperation, and intelligent obedience to authority?

Is courteous consideration of the rights and obligations of others a part of everyday living? Is there a kind of high, joyous seriousness in the spirit of the camp? Are the Counselors genuine? What kind of talk goes on in camp when campers or counselors are just talking? Is the program of activities well planned? Does the camp provide for individual differences of interest? Is there well-regulated freedom, and attractive activity free from hurry, strain, worry or envy? Can the camper get satisfaction out of worthwhile activity well done, rather than by surpassing somebody? Does the camp provide new or supplementary outdoor experiences? Does the camper have new experiences with flowers, birds, bugs, trees, mountains and the open sky? Are these experiences guided enough but not too much? Do the campers develop a larger repertory of sports in which they can participate with interesting skill and satisfaction? Does the camp help to get out of the "dub" class in some activity? Does the camp foster the mental and emotional attitude of seeking, knowing and understanding the beautiful? This beauty may be in generous, courteous, helpful acts; in music, dramatics, in the rising sun, or the stormy heavens. What is the spiritual attitude of the camp? Is it free from cynicism and superficial, smart sophistication? Is there a spirit of reverence for the true, the beautiful and the good? Is there serious guidance in helping the camper to think through the problems that confront him? Is the camp a happy place? Is there wholesome comradeship and free from sentimentality? Is there in everything the joy of being alive? Is there adventure and high daring in the fine art of living, and finally, is there one specific person in camp responsible for the camper, asleep or awake, and who is that person?

This criteria I am sure can easily be ad-

ded to, but suffice it to say that if any camp in the country answer truthfully these questions and secure an 85% average, we could feel sure that if every boy and girl in America would have the opportunity of camping experience under these circumstances, we would, within less than a generation, have no fear about the devastating effects of wars and the latest of all fears—the result of atomic bombs in future wars, for there would be none.

Typical Minutes Of Bay League Forum

A. R. VEENKER

*Vice Principal
Santa Monica High School
Santa Monica, California*

To all Bay League Schools:

The fourth Bay League Forum for the 1946-47 school year was held on May 16, 1:00 P. M. at Santa Monica High School with all schools present.

After a tour of the campus the official meeting was held in the A. S. B. Cabinet room with president, Archie Teague of Samohi, presiding.

First Question—

Do you have a school code? Is it helpful?

All schools were very much interested in this matter. No school had a code. Redondo and Inglewood had a published list of school rules and regulations. Santa Monica had been working on a code, and its student body had just adopted it.

Second Question—

On what basis are student appointments made?

Leuzinger has a student leadership class. All the other schools make appointments on certain requirements and qualifications covering scholastic standing, citizenship rating, grade; and experience.

In several schools students are limited in the number and type of office they may hold.

Third Question—

Shall there be any changes in the operation of the Sportsmanship Contest?

Inglewood and Leuzinger stated that elementary school children often get into the high school rooting sections and do things for which they were penalized by

(Continued on page 272)

ASSEMBLY PROGRAMS

for MAY

This article concludes the ideas and suggestions on assembly programs for the current school year. Perhaps it will not be amiss to quote two paragraphs from a recent study of assemblies in secondary schools.¹

The modern secondary school is a community. The assembly is the very heart of the school, and it may be defined as a meeting of the citizens of the school community to work on common problems and to share mutual interests and experiences. It develops group consciousness and school consciousness. It gives the student a more realistic viewpoint on various aspects of life. It broadens the horizon of the student and stimulates him to think on important problems and issues. In Co-operation with fellow students, he has an opportunity to create, direct, participate. The assembly is a break in class work for relaxation and change. In short, it is a different learning situation—giving the student a social experience not secured in any other fashion.

The assembly makes the student realize he is a part of the school community. The getting together of all the students as a group with common interests engenders in the individual student a sense of belonging to the entire school. This feeling of belonging is what welds a school together as a whole and builds a wholesome spirit and unity. A school in which students have developed this spirit of belonging has that intangible something called morale. There is a happy atmosphere in such a school which makes learning natural and easy. Thus the psychological inference of the assembly is a factor which cannot be ignored.

PROGRAMS SUGGESTED FOR MAY

Week of May 3-7.—Music Festival Assembly Program

About the first week in May, schools all over the country hold an annual musical festival. A school with a good music department does not need suggestions for a program of this kind. But in order to be consistent in these articles, a description of an assembly presented in celebration of Music Week is given below. It was written by Miss Emma E. Christian, Principal of the Norristown, Pa., High School, where the program was presented.

At the Norristown, Pa., High School there are two annual assembly programs based entirely upon music. It has been said that high school pupils do not appreciate "good" music, and that the "long-hair stuff" is definitely taboo. The manner in which our boys and girls receive

¹Harvey, C. C. "The Assembly Program in the Secondary School." *The Bulletin of the National Association of Secondary-School Principals*, 30:4; November 1946.

C. C. HARVEY

Salem Public Schools
Salem, Oregon

these two programs each year disproves this theory. The Band Assembly and the Choir Assembly always offer a well-balanced program, the selections of which are not easily forgotten.

At a recent program, the Choir began with a catchy tune and applicable lyrics. The curtain opened as 115 voices rendered "It's A Hap-Happy Day." A senior member of the A Cappella Choir acted as master of ceremonies.

Following the lighthearted number, the Choir sang, in sweet, angelic tones, "Cherubim Song" by Muzichieski-Tkach. This lovely song stems from the Russian school of A Cappella literature. A budding John Charles Thomas from the junior class sang a baritone solo, the immortal "Sylvia" by Speaks, the American composer. To round out the program, the group thrilled to the enchanting music of Grieg's "Piano Concerto," and Gershwin's "Rhapsody in Blue." Both of these were played by the talented accompanist of the music group.

The program was then placed in the throats, as it were, of the Boys' Chorus. The entire auditorium reverberated with the deep intonations of "When the Day is Done," and "I Got Shoes." Slowly, as the curtain was drawn, and the strains of the opening number reached the ears, we heard, once again, the song, "It's A Hap-Happy Day."

The effect of the assembly was obvious. Music soothes the savage beast and calms the high school pupil. For many days after the program, one could hear Norristown Eagles humming or whistling a song from the program throughout the halls.

Week of May 10-14.—Assembly to Elect Student Body Officers

Almost all secondary schools now elect their student body officers for the ensuing year in the spring, before the close of the term. Sometimes an assembly is held soon after the opening of school in September at which the officers are installed with traditional ceremonies.

Below are accounts of assembly programs in two high schools which are related to the election of officers of the student body. The first, "We Elect A President," is by Mr. Layton C. Pollock, Program Director, Harvey High School, Painesville, Ohio. The other, "The Candidates Speak," is by Mr. Arthur S. Ackerman, Director of the General Organization, Abraham Lincoln High School, Brooklyn, N. Y.

We Elect a President. An assembly program

always looked forward to with a great deal of interest at the Harvey High School, Painesville, Ohio, is our annual meeting in which candidates for the office of student president are formally placed in nomination. All students are automatically members of the Student Association—which maintains a student council, a student court, and a student president. The student president is elected each year in the spring so as to be ready to take office immediately when school opens in September. Only senior boys and girls are eligible for this office.

Students enter into the campaign with much enthusiasm. Candidates are nominated, three each by the three classes. Each candidate, in turn, selects his or her campaign manager and conducts a regular campaign for election. They are allowed something over a week in which to organize and conduct their campaigns. Posters are printed and banners are made and hung in the halls and auditorium. Halls, auditorium, and classroom bulletin-boards are covered with placards, printed and home-made, urging students to vote for a certain candidate. Automobiles of students carry campaign slogans. Lapel tags and pins are presented to students to wear, and even on one occasion, an enterprising would-be-politician passed out lolly-pops bearing the inscription "Vote for Charley."

After students have had time to work up their campaigns, all nine candidates and their managers are presented to the student body at an assembly. All eighteen are seated on the stage. Each manager presents his candidate to the audience, extolling in his best manner the qualifications of his candidate for the office and reviewing his activities in the school. Each candidate, in turn, accepts the nomination, usually in brief speeches. After all eighteen speakers have been heard, students return to their homerooms and immediately cast printed ballots for their candidates. To be elected, a candidate must receive a majority of all votes cast, which sometimes necessitates run-off elections.

It is difficult to visualize the interest shown in this assembly. The rivalry is vigorous, but the students are good sports and there is no disciplinary problem the students themselves cannot handle. Some of the students are quite serious about it all but the assembly also has its humorous moments.

The whole election, including the assembly, is a good lesson in democracy and sportmanship.

The Candidates Speak. Certainly the most interesting and informative assembly period of Abraham Lincoln High School, Brooklyn, N. Y., last term was the election program in which the candidates for office of the General Organization and the faculty adviser decided upon something different.

The idea was to stimulate more student interest by audience participation in the program.

Candidates running for President of the G. O. agreed to debate the topic, "Shall a State University Be Established Immediately in New York State?" They went to work gathering informa-

tion and then prepared short talks setting forth their arguments, to be delivered at the beginning of the assembly period. At the close of the speeches, two movable microphones which were planted in the audience and manned by two members of the Stage Squad were put into action.

Students in the audience were invited by the student master of ceremonies to ask pertinent questions of one or more of the speakers.

In the event of a lull on the part of the audience, the master of ceremonies had on hand a number of appropriate questions submitted to him by the students of an English class. However, so great was the interest of the students that it was difficult to keep the question period to the allotted time. This constituted one-half of the assembly period as the vice-presidential candidates took over for the remainder of the assembly.

For their topic they chose a highly controversial and long discussed issue, "Shall a Political Party System Be Established in Our G. O. Elections?" In a similar manner the three contestants spoke for one to two minutes each and invited queries from the students.

Before the program, many students questioned the practicability of such a complicated arrangement in our auditorium. However, others felt it was a more democratic manner of choosing their officers. This procedure made for more vigorous and varied discussion, and was partic-



**Student leadership
in action--**

So You Were Elected!

By Bailard and McKown

This book clearly pictures the qualities needed for successful leadership in student organizations ranging from the general organization to school clubs, and from formal meetings to the social affairs in which all students participate, such as dances, parties, and sports events.

It is written for students themselves—to help them plan better and more enjoyable events and show greater ability to lead others if given a chance. List Price, \$2.00.

Send for copies on approval.

McGraw-Hill Book Co., Inc.
330 W. 42nd St., New York 18, N. Y.

ularly effective because of the audience participation.

The topic of "Improvement of Manners, Appearance, and Discipline" was the one picked by candidates for the office of Secretary of G. O. Each of the three girls involved chose one phase of the aforementioned topic and elaborated on it in her little talk: 1) Improving student-teacher relationship. 2) Improving the relationship of a student with his fellow students. 3) Improving student conduct outside of school.

The same procedure was followed in the matter of audience participation. The topic seemed to strike home with many Lincoln students, and a few of the complaints and praises of our school's handling of these matters were aired.

Our school population is so large (4500 students) that we require four separate assemblies to reach all the students. To avoid monotony, only two groups of candidates spoke, in each assembly. The remaining group was merely introduced.

Although this was the first program of its type in Lincoln, it met with heartening success, and congratulations from students and faculty alike were received by the participants.

The executives of the G. O. hope to find newer and better ways of gaining increasing student interest in our elections and assembly periods.

Week of May 17-21. —Honor or Award Assembly Program

It is the custom of almost all secondary schools to present some kind of honor or award assembly near the end of the school term. In some schools, this program is sponsored by the local chapter of the National Honor Society which is the center of interest. In others, the program consists of ceremonies connected with presenting awards and recognition to students who have been outstanding in various activities.

Below are accounts of two programs sponsored by honor organizations which seem somewhat out of the ordinary. The one about the "Honor League Program" was contributed by Miss Helen H. Nelson, Assembly Adviser, E. C. Glass High School, Lynchburg, Virginia. The account of the "Pro Merito Assembly" was sent by Miss Helen R. Towers, Athol, Mass., High School.

Honor League Program. This program was part of the work of the Honor League of E. C. Glass High School, Lynchburg, Virginia, to promote a higher standard of honor among the students. In all schools there is a constant need to emphasize the importance of honesty in its various aspects.

Preliminary to this program, the student representative of the Honor League in each home-room had been asked to lead a discussion in his group on ways and means of preventing cheating.

The student chairman opened the assembly by reading a selection from the Bible, after which he lead the group in repeating the Lord's Prayer.

A student then explained the constitution and the principles of the Honor League, pointing out


what were the violations of the code and indicating the punishments for each violation. An outstanding veteran in the school spoke next on what signing the Honor League Pledge means. He explained how all business is built on trust and confidence and attempted to show the great need in the world today for greater trust and confidence.

Following this, a minister from a local church gave a most inspiring talk, basing his remarks on a quotation from Emerson, "What will you have?" quoth God, 'Pay for it and take it.' He stressed the point that dishonesty and wrongdoing are far costlier than decency and right-living. The students appeared to receive the message of the speaker with seriousness and earnest attention.

Pro Merito Assembly: At the Athol, Mass., High School, we felt there was need for the Pro Merito students to have more publicity, at least to have publicity comparable to that given athletics. For that reason, a Tap Day is held as one of the assembly programs in May. On that day the school is seated as usual on the bleachers of our gymnasium-auditorium. The members of the Senior Pro Merito are seated in the front row. Facing the bleachers in the center of the gym floor are three rows of seats in a semi-circle. The front row is for seniors, the second for the juniors who will be the senior Pro Merito of the following year, and the third for the sophomores who have attained Pro Merito rank.

After the president of the Pro Merito has conducted the devotional exercise, and explained the meaning and requirements of Pro Merito, he announces that the present senior group will tap the members of the junior class who have attained Pro Merito rank. Then one member of the group finds and taps a junior who has been assigned to him or her. The senior then leads him down to the president, who shakes hands with him and indicates to him his place in the second row. In the meantime another senior is bringing up the junior he has tapped. This process is continued until all the eligible juniors have been tapped.

The president then announces that the sophomores will next be tapped, and the preceding process is repeated. When all sophomore candidates have been tapped and seated, the seniors take their seats in the front row of the semi-circle. During all this tapping the school is very quiet and interested, for the names of the candidates are kept secret until the very last moment.



CAPS and GOWNS

For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel. DeMoulin Bros. & Co., 1025 S. 4th St. Greenville, Illinois

At this point the president introduces the Superintendent of the Athol Schools, and he after a short address of congratulation, presents the seniors their Pro Merito pins.

Week of May 24-28.—Senior and Parents' Day Assembly

In schools which present the student participation type of graduation program, it is a common practice for the program to be given first as an assembly.² The program suggested here is entitled "Senior and Parents' Day Assembly" and obviously should not consist of something which will be presented to the public soon thereafter. The program should grow out of the life of the school as reflected in the experience of the senior class.

Miss Sue Kirk, Chairman of the Senior Assembly Committee, Prescott, Arizona, Senior High School, has contributed an account of the "Senior and Parents' Day Assembly" presented in her school last year. This program, which seems fairly typical of assemblies of this type, is described by Miss Kirk as follows:

An assembly program presented by the senior class is one of the highlights of the school year at Prescott, Arizona, Senior High. The Class of 1947, faced with the problem of working some 120 graduating seniors into the script for an assembly program, decided to elect a large committee from the class as a whole to consider means of solving that problem. The foundations of the program were laid by this committee of about twenty members. Then from the large committee, eight students who had experience in writing and working with plays were taken to form the finished program from the bare skeleton.

As an effective background, the idea of having Grand Central Station, Prescott, 1967, was decided upon. The action in Grand Central Station was to take place on the forestage, joined to the flashback scenes on the back stage by an interlocutor. In the lower left hand side of the stage was an information desk and a park bench. On the right side were a sandwich machine and the bench upon which sat the interlocutor. By placing these at the sides, the action on the backstage was not obstructed from the view of the audience.

After the general details were agreed upon, the committee held a number of meetings to work out details of character, plot, and action. One of the most difficult problems was the compressing of enough action to take care of all the members of the class in the short time allowed for the program. Another difficulty was in the weeding out of "pure corn," as it was termed, from the incidents and remarks which could be worked into clever situations in the final program.

In the remarks of the interlocutor, which introduced the backstage action, witticisms were worked out which connected the individuals who

were participating in the action with the hypothetical situations of which they were supposed to be a part.

Among the featured scenes were those which had for settings an employment office, a radio station, a card party, a barber shop, and wash-tubs in the background.

A few members of the class who did not wish to appear on the stage were worked into the script so that some remark was made about them. A number of these were mentioned by persons who were supposed to be gossiping. The interlocutor read news items concerning some of them and they were named as the sponsors of certain programs in the singing commercials which were part of the radio scene.

From the introductory jingle to the final action, humor was the goal of the committee. In the last scene the sandwich machine, which had not worked for anyone who had tried it, paid off to a "bum" who gave it an idle kick by scattering sandwiches all over the stage. The exasperated man at the information booth, who had been making change for everyone, provided the curtain action by shooting a man who asked for change for a \$50 bill.

The hard work in writing the program proved worth-while when the assembly was produced and well-received by the audience. The program was acclaimed one of the best of the school year.

MISCELLANEOUS IDEAS AND MATERIALS

Some schools which close in June may be interested in arranging a Memorial Day Assembly for the last week in May. Following is an account of an assembly presented for Memorial Day last year at the Ottawa Hills High School, Grand Rapids, Michigan, which was contributed by Miss Shirley Woodrick of that school:

One of the most impressive assemblies ever given at Ottawa Hills High School, Grand Rapids, Michigan, was presented last Memorial Day by the students of dramatics. The purposes were: 1) to honor the men who gave their lives in the struggle for world peace and liberty, 2) to impress upon the students their responsibility in establishing the unity and justice these men fought for, and 3) to reveal how each might so conduct himself as to make this dream come true.

Silhouetted against a light background, six boys formed a guard of honor for a plaque bearing the Ottawa gold star names. While the audience stood, a memorial of honor and dedication together with these names was read.

After this quiet and impressive beginning, a

SOUND EFFECT RECORDS

Gennett & Speedy-Q

Write for free catalogue

GENNETT RECORDS

DIVISION OF STARR PIANO CO., INC.

Richmond

Indiana

²See "The Commencement Manual," published annually by the National Association of Secondary-School Principals, 1201-16th St. N. W., Washington, D. C. 50c.

former student gave a few glimpses of his experiences as clerical assistant to General Eisenhower. Following his talk were three tableaux representing three phases of the struggle for freedom in the United States and the world.

The first tableaux presented Washington and his discouraged Continentals at Valley Forge, the beginning of this struggle in the United States. The main idea of the narration for this scene was, "The cause of freedom, which is a short name for the world struggle of man out of barbarism, is neither cheap nor easy."

The second tableaux portrayed World War II. In the background were the displaced persons. In the foreground were represented a soldier guarding his post, a wounded aviator, exhausted nurses working on infantrymen in foxholes, and soldiers in a landing raft. As this picture of global war was presented, the narrator urged that as a United States came out of Valley Forge, so a United Nations must come out of Bataan, St. Lo, and Okinawa. "Remembering the unbelievable heroism and gallantry of this war, let us resolve that a new world shall develop, a world worth the fight and sacrifice that has been made for it."

The third scene presented the ways in which this new world should be developed. There were four groups, the first which represented schools of different nations exchanging students to further international understanding. The next, representing freedom of religion, showed a Jewish Rabbi, a Catholic Priest, and a Protestant Minister worshipping together. The third represented the family, the basis of all unity. The fourth group symbolized freedom of speech. The narrator explained the significance of each and gave practical suggestions for safeguarding our post war world of liberty and security under law.

The guest speaker, a graduate of Ottawa, had been a radio gunner with the Marines in the South Pacific, and was awarded the Distinguished Service Cross and the Air Medal with four stars. Simply and sincerely he told about the "Men of the First Marines." Many of the persons whose names were on the honor roll had been his friends and he transferred to the audience his reverence for their sacrifice and his humble gratitude that he had been spared. It was this feeling that dominated the student body as the curtain opened to reveal the final tableaux, the flag raising at Iwo Jima, and there was a new note of resolution and humble dedication in the voices of those in the audience as they sang the National Anthem to close the assembly.

Many schools now issue Assembly Bulletins to stimulate interest in assemblies and to serve as a guide for the assembly committee and others engaged in assembly work. Samples of Assembly Bulletins of the following schools have been sent to this department: Little Rock Senior High School, Little Rock, Arkansas; Sidney Lanier Junior High School, Houston, Texas; Shawnee High School, Louisville, Kentucky; Daniel C. O'Keefe Junior High School, Atlanta,

Georgia; Franklin High School, Cedar Rapids, Iowa; Central High School, Oklahoma City, Oklahoma; and Bloomfield Junior High School, Bloomfield, N. J. Following is a list of the contents of a recent Assembly Bulletin of the Little Rock, Arkansas, Senior High: Report on meeting of assembly committee; Suggestions for improvement of school assemblies; General criticisms made of assemblies; Policies and purposes of the school assembly; Some ideas for future programs; Assembly events scheduled for a few months in advance.

Secondary Schools of Houston, Texas, conducted an "Auditorium Workshop" last spring. The following meetings were specifically designed to meet the actively increasing interest in the assembly program: March 24, "Speech," Esther Eby, Acting Head of the Speech Department, University of Houston, Director; March 31, "Stage Presentation," Ralph Mead, Director of Little Theater, Leader; April 7, "Stage Techniques Applied to High Schools," J. Gilford Crowell, Director; April 14, "High School Assembly Problems," James G. Blunt, Director; April 28, "Stage Direction of Plays Especially Adapted for Assemblies," Winnie Mae Crawford, Director of Civic Theater, Leader; May 5, "Library Service to the Stage," Eleanora Alexander and Mary Llewellyn, School Librarians, Leaders.

Many schools are experimenting with evaluation of assemblies. A few have devised Rating Scales or some kind of Evaluative Criteria. Following is the Assembly Program Rating Scale of the Bloomfield, New Jersey, Junior High School. The way it has been used is either to have the whole student body rate the program or set up a rotating schedule so that each class would rate a program approximately once every month.

ASSEMBLY PROGRAM RATING SCALE

- I. Appropriateness (maximum 3 points)
 - a. Was this program timely? Consider this from the standpoint of season, world events, special events (various week celebrations or local features), holidays, etc.
 - b. Was the program suitable. If the central theme was to be comedy, did it present comedy or did it border on the ludicrous.

(Continued on page 272)

TEACHERS!

If it is a position in the Mid-west, the beautiful Rocky Mountain Region, the alluring Northwest, or Sunny Southwest we can find it for you. Enroll now. No initial cost or obligation if not placed.

Free Enrollment

CLINTON TEACHERS AGENCY

C. E. COZZENS, Manager

411 Weston Bldg. Clinton, Iowa
MEMBER 29th yr. N. A. T. A.

News Notes and Comments

Awards Made by Columbia Scholastic Press Association

Nine individual prizes and sixty certificates for typographical excellence were awarded scholastic writers and member papers taking part in the 24th annual Columbia Scholastic Press Association contest in New York City March 11 to 13. For a detailed report write Columbia Scholastic Press Association, Columbia University, New York, N. Y.

"The Variety Show as a School Activity," by Leland Whitacre, in the March number of *Ohio Schools* tells how the Alliance (Ohio) Senior High School adds more than one thousand dollars a year to the activity fund.

"How Can the United Nations Be Strengthened?" is the topic for discussion in the second High School Peace Study and Speaking Program being conducted this year by the Extension Division of the University of North Carolina. More than 200 high schools participated in this activity last year.

Forty-Six Victories in a Row



The Norton (Kansas) Grade School Midgets—95 lbs. or under—were undefeated through forty-six games—16 in 1946, 20 in 1947, and 10 in 1948. They lost their 47th game to their neighbors, the Midgets of Philipsburg.

"Classrooms in the Air"

Air-Age Education Research, 80 East 42nd Street, New York City, has established a "Classrooms in the Air" program, a special air travel service for schools and colleges. "Travel has long been recognized as a basic part of schooling," says Dr. N. L. Engelhardt, Jr., Air-Age Education Director. "Recently many school

groups have turned to aviation as the means of transportation both in this country and abroad, and new teachers are able to take their pupils on educational air trips or conduct classes in the air with the assistance of our special instructors." The new plan places at the disposal of student groups modern commercial planes of scheduled airlines in the United States, Canada, Mexico and Europe. For tours abroad, one teacher is carried free for every ten pupils.

—*The High School Journal*

Newspapers are carrying a report that a student in the University of Wisconsin has been fined \$40 by a University student court for bribery in the election of "prom king". As the story goes, the bribe taker was fined \$15.

C. C. Harvey, Assistant Editor of *School Activities*, is making a special study of handbooks of junior and senior high schools. Schools that are willing to submit specimens of their handbooks are asked to send them to C. C. Harvey, 212 Y. M. C. A., Salem, Oregon.

The present age rule on participation in interscholastic athletics is being constantly revised. Thirteen states have a 19 year age limit, and two states have set an upper age limit of 18 years.

Iowa Student Councils Organize

Over 200 delegates with their advisers met at Ames January 31 and organized a state association of student councils.

The Boy Scouts of America observed its 38th anniversary with Boy Scout Week which opened on February 6 and continued through February 12. More than 2,120,000 boys and leaders participated in the celebration, joined by schools, churches, granges, service clubs and other institutions which administer scout units.

—*N. D. U. School of Education Record*

The South Eastern District of Oklahoma held its twelfth annual convention at Ardmore on March 11, 12, and 13. Mrs. Nina Oliver, of the host school, was in charge of arrangements. The theme was "Better Activities, Better Schools, Better Citizens".

1948 Commencement Manual Published

Now available for distribution is the "1948 Commencement Manual," published by the National Association of Secondary-School Principals. The 144-page volume, which sells at \$1 per copy, contains chapters on the planning of commencement activities, suggestions for writing

and producing a commencement pageant, the valedictorian, and types of commencement programs.

The largest high school entered in the Illinois High School Basketball tournament this year was Austin High School of Chicago with an enrollment of 5,835; the smallest was Baylis with a reported enrollment of nine.

Three feature articles in *The School Press Review* for March treats the question of how school publications can further world peace and understanding.

Such Devotion

"Here is an amusing incident I think is worth passing on—A young lady called the local high school to inquire when the various tournaments would be held. She stated she was going to be married in March, but didn't want to be gone on her honeymoon while the Regional or State Tournaments were in session!"

—The Illinois Interscholastic

From Our Readers

Editor, School Activities:

We would like to have information concerning the use of the school letter for awards other than athletics. How is this handled in other schools?

Sincerely yours,
Nan Page Hall
Leon High School
Tallahassee, Florida

Personally, we support the idea of the same letter for all awards. We hold that students who contribute through major school officerships and responsibilities should have honor equivalent to that shown athletes. And, increasingly, we are happy to say, schools are doing just this.

Usually, these awards are made on the basis of time spent and importance of the responsibility. Hence, a minor officer, like a second-team member, receives no letter merely because he put in time. A classification of all responsibilities and activities into major and minor groups is the first step. Computing the times is the second. Even a major officer must spend time comparable with that spent by the varsity athlete.

Make up a tentative plan, ask the school to adopt it, try it out, and adjust it as appears to be logical. If in three or five years the idea has been generally accepted (it will never meet with complete approval) and the plan appears to be working fairly well, you will have made real progress.

READERS, why not send your plans to Miss Hall? Also, why not write up your plan for publication by us? We have many calls for help on this problem.

CUTS FOR STUDENT PUBLICATIONS ON FAST SERVICE AT LOW RATES

Condensed Price List

Write for Complete One

SINGLE COLUMN CUTS

| ZINC HALFTONES 60-75-85-100 SCREEN | | ZINC ETCHINGS (SHADED CUTS 10% EXTRA) | | COPPER HALFTONES 120 OR 133 SCREEN |
|---------------------------------------|-----------------------------|--|-----------------------------|---|
| UNMOUNTED | MOUNTED | UNMOUNTED | MOUNTED | |
| \$1.00 | \$1.10 | \$1.10 | \$1.25 | \$2.40 |
| FOR 1 TO 7 SQUARE INCHES | FOR 1 TO 6 SQUARE INCHES | FOR 1 TO 7 SQUARE INCHES | FOR 1 TO 6 SQUARE INCHES | FOR 1 TO 5 SQUARE INCHES |

OTHER SIZES AT PROPORTIONATE RATES

A FEW ARE LISTED BELOW

| TEN-SQUARE-INCH CUTS | | | | |
|------------------------------|---------------|---------------|---------------|----------------|
| \$1.30 | \$1.50 | \$1.43 | \$1.69 | \$3.70 |
| TWENTY-SQUARE-INCH CUTS | | | | |
| \$2.30 | \$2.50 | \$2.53 | \$2.90 | \$5.10 |
| FIFTY-SQUARE-INCH CUTS | | | | |
| \$4.75 | \$5.06 | \$5.30 | \$5.66 | \$8.83 |
| ONE HUNDRED-SQUARE INCH CUTS | | | | |
| \$7.45 | \$7.79 | \$8.20 | \$8.98 | \$13.52 |

CUTS AND MATS OF FOOTBALL PLAYERS

| PRICES ON MATS | |
|----------------|---|
| SQUARE INCHES | NUMBER OF MATS FROM ONE CUT ON SAME ORDER |
| 12 | 1 4 8 11 19 27 40 50 |
| 16 | 6 30 24 18 15 12 10 07 06 |
| 20 | 12 32 26 20 16 13 11 08 06 |
| 30 | 20 36 30 22 18 16 12 10 07 |
| 60 | 45 46 36 28 23 20 16 11 10 |
| 100 | 81 76 60 47 38 32 25 19 16 |
| 260 | 278 167 133 103 84 70 56 42 34 |
| 380 | 342 235 188 146 118 98 80 59 47 |

Other Sizes at Relative Rates—Write for Complete Price List

Write for COMPLETE PRICE LIST

showing the cost of every kind and size of cut from 1 to 100 square inches and up. All work guaranteed to be first class and satisfactory. Patrons in 31 States. We make drawings, cuts and mats. Ask for complete price list on mats.



HARPER STANDARD ENGRAVING CO.
JACK HARPER, OWNER-MANAGER DALLAS, TEXAS 1615 ROYAL ST. P.O. BOX 1014

How We Do It

C. C. HARVEY, Department Editor

CONTENTS FOR APRIL

Honor Study Hall as Student Government Proving Ground

Our Student Body Finds Money in Paper Drives We Do It Like the Romans of Old

Arbor Day: An Important Event on Our Calendar

A Junior High School Horticultural Club

Beautification Project at Dreher High School

Classroom Committee Plan Gives All Equal Chance

Reforestation Projects of Oregon Schools

How Our Scholarship Loan Fund Operates

Spring Football Game Is a Popular Event

A Traffic Court Helps to Solve the Problem

A Movie Based on "The Sweet Singer of Israel"

Here's How Our Seniors Learn About Vocations Develop World Understanding Through Student Activities

HONOR STUDY HALL AS STUDENT GOVERNMENT PROVING GROUND

For the past few years the student council of Saint Cloud, Minnesota, Technical High School, has tried to put more and more duties and responsibilities into the hands of students. In order to prove that they were capable of assuming further responsibilities, the council organized a student-governed study hall project.

For the first such study hall, a monitor was appointed to head the system. Assisting him were two sergeants-at-arms who took over in the monitor's absence, and another student appointed to take attendance. The council members, realizing that the success or failure of the project would determine how much more power they would be granted, made every effort to make it run smoothly. As a result of this experiment, we now have seventeen successfully run student study halls.

Administration of the study halls was a sort of proving ground for student government in our school. Soon the council was given responsibility for the hall monitor system. The need for a hall monitor system was seen when the school day was shortened, dividing the noon-hour into three periods. This meant that while some of the students were having lunch, classes were being carried on in parts of the building. Finding it most difficult to do their work with so many disturbances in the halls, the teachers and students appealed to the council, which after observing this same type of project in another high school, set up a hall monitor system. While this system has been in effect for less than a year, it is running smoothly, to the satisfaction of faculty and student body. The monitors, eight junior and senior boys, are chosen by the council for their qualities of leadership and reliability. One is located at each "out of bounds" sign in the building to keep students from violating the

noon-hour rules. Each monitor is on duty for one of the three half-hour lunch periods.

So far, there have been very few violators of either the study hall or hall monitor system. If, however, a case does come up, it is brought before a board of council members. This committee talks to the offender to try to make him realize his responsibilities in our school's student government. A second-time offender receives a punishment decided upon by the board.

The enthusiasm of the student body in co-operating with each new project assured the administration that it can, with no misgivings, give the student council the authority to enlarge its present program of student government.—JOYCE CARY, The Technical High School, Saint Cloud, Minnesota.

OUR STUDENT BODY FINDS MONEY IN PAPER DRIVES

Students of Campbell, California, Union High have been very active in conducting various projects. During the past few years, one of our most extensive and important projects has been our paper drives.

The importance of saving paper became very evident during the war when it was vitally needed. Our students responded admirably then and turned in many tons of paper along with scrap metal.

When discussing our project for this year at our council meeting, the paper drive was suggested, as there was still a great need for it. It was agreed upon and one of our capable students was put in charge of the drive.

When the plan was announced at the assembly, it was received with great enthusiasm. That very afternoon, students were already canvassing the homes and stores of our community for waste paper. Arrangements had been made for several students to weigh the paper and take down the necessary information, crediting the amount to the student and to the class to which it belonged. The students had shifts. Some weighed in paper in the morning, some at noon, and some in the evening.

There was always someone on the job to accept the paper if it was brought in either by the boys and girls or adults. Trucks were sent out to collect paper of large amounts. The boys drove these trucks, and sometimes local concerns telephoned in requests for students to pick up their papers.

To make competition keener, class contests were carried on. In our main hall, we had a huge wall chart with four thermometers all of different colors, each representing a different class. As the class brought in more tonnage, the thermometer rose higher. Each morning as the

boys and girls arrived they could immediately look up at the chart and see how they stood in the contest.

At the expense of the student body treasury, the class that won was to be given a party by the others. The losing class was to act as a serving and clean-up committee. The juniors won with eighteen tons and six-hundred and seventy pounds.

The biggest reward for the entire student body was the knowledge that they had contributed through their own efforts to a very important cause and had also secured a considerable sum of money for their student body treasury.—MISS AUDREY TRAINA, Campbell Union High School, Campbell, California.

WE DO IT LIKE THE ROMANS OF OLD

Our school has been able to keep in close touch with a few of our graduating seniors through a Roman Banquet sponsored each year by the Latin Classes for all foreign language pupils and former foreign language pupils.

From our activity fund we take enough to pay for the baked ham; the rest of the food is contributed by Latin Club members or paid for by the .25 charged each one who attends.

This banquet is one of the best received events of the year partly because everyone is required to dress in Roman costume, a draped sheet is allowed; and, because of the interesting food and the way it is eaten, Roman style, with only spoons as table silver.

The menu this year follows:

FIRST COURSE

Deviled eggs on lettuce
Sardines Cheese

Mulsum¹

SECOND COURSE

Ham Baked beans
Hot buttered rolls

Onion rings Celery Olives or pickles

Mulsum¹

THIRD COURSE

Apples baked with rasins and nuts
with whipped cream
Mulsum¹

This banquet is easily prepared after school as there is a minimum of cooking to be done: the ham is bought prepared, the beans are canned and heated in a casserole, the eggs and apples are prepared the day before. The heating of the rolls and beans, the preparing of other vegetables, and mixing of the mulsum is a matter of small concern. One plate, one spoon, and one cup each keeps cleaning up simple, too.

Any one who appears without costume must be a slave to serve courses, pass towel and water between courses, etc.

Place cards this year were scrolls prepared by the Latin I class. They contained the menu in Latin.

The program was furnished by a former Span-

¹The mulsum is a mixed fruit punch with ginger ale added.

ish student who had many interesting tales to tell about his travels among foreign peoples while he was in the armed forces.

Songs were sung in French, Latin, and Spanish. The song which always lifts the roof is the "Frere Jacques" in French, "Nonne, Dormis" in Latin, and "Fray Felipe" in Spanish sung in a round by these three language groups. Also popular is the "Cathedral Bells." Although sung in French, it is enjoyed by all.

Each year several graduates of our school return for this banquet. Those who attended this year asked that places be reserved for them at next year's banquet.

Our school is eager to keep in touch with its graduates in as many ways as possible. This Roman banquet is one means for doing so.—MRS. EVELYN RIEKE, University High School, Southern Illinois State Normal University, Carbondale, Illinois.

ARBOR DAY: AN IMPORTANT EVENT ON OUR CALENDAR

Arbor Day is one of the most important celebrations on the calendar of Western High School, Baltimore, Maryland. When our present building was opened we found ourselves in the midst of a thirty-three acre tract of land where every tree had been ruthlessly torn up to facilitate the

C O S T U M E S by EAVES

A Famous By-Line of the Theatre!

Costume rentals for complete productions or any part thereof, to schools and colleges everywhere. 100,000 costumes in stock—promptly available at very moderate rates. You name the production or general list of requirements—we send full information without obligation.

EAVES COSTUME COMPANY

Eaves Building

151 WEST 46th ST. • NEW YORK 19, N. Y.

Established 1870

construction of our large building. The campus was grassless, muddy, and ugly, and we were heartsick at leaving our old home-like building with high Victorian windows and tree-shaded streets. But we had outgrown its size, and the neighborhood did not permit expansion—hence, the new site and factory-like building.

As no city money was available for planting, the Faculty and Student Council established two committees to work jointly on beautifying the grounds. The chairman of the joint committee was Miss Pearl Heaps, head of the Science Department, who over a period of almost twenty years has served faithfully to make these grounds a beautiful and useful adjunct of the school.

Today the campus of Western High School in Baltimore has been called the "most beautiful campus of any public school in the eastern part of the United States." Ivy covers some of our walls and climbing roses and wisteria decorate our tennis court backstops. Bushes of forsythia, spirea and red bud, gorgeous flowering cherry, and pear trees make spring a glorious reality for our students. Crocuses, daffodils, hyacinth, and tulips add color and fragrance to the wide green lawns. We have many trees and bushes, boxwood walks, and barberry bushes on the terraces. During the war we planted a part of the campus to be known as "Memory Lane"—sixty-six trees—each dedicated to a young American who gave his life for our country. One post of the American Legion dedicated a flag which flies over that part of the campus on patriotic holidays. Last year on Arbor Day we planted low flowering bushes among the trees of Memory Lane.

Our Arbor Day in 1947 began with a beautiful assembly. There was an appropriate Bible Reading, the Lord's Prayer, by Malotte, sung by the school, the Pledge to the Flag, the Star-Spangled Banner, and the Governor's Proclamation. The Supervisor of Science for Secondary Schools then talked on conservation and showed a fascinating film recently put out by the Department of Agriculture on contour farming in a nearby county of Pennsylvania. In the afternoon each Class Organization planted the bushes, previously ordered, with appropriate exercises, the processional with flags from the building to the grounds, a Bible reading or poem, a beautiful prayer, and music. These ceremonies were entirely in the hands of the class officers. Neighbors and parents were invited guests.

As I sit in my office writing this, I can look through my windows at our park-like school grounds. Yesterday the *Baltimore Sun* sent its efficient photographer to take informal, unposed pictures of the girls on the campus, and today a former student stopped in to tell me what a joy this spot has become. The Alumnae Association has spontaneously sent us a small contribution to help keep up these grounds. "A thing of beauty is a joy forever..." and it is our belief that living a part of one's life in such surroundings is conducive to a stable personality, so badly needed in our present chaotic world.—MIL-

DRED M. COUGHLIN, Principal, Western High School, Baltimore, Maryland.

A JUNIOR HIGH SCHOOL HORTICULTURAL CLUB

Flower beds in front of the school, flower boxes in the corridors and rooms, and the boutonnières of the principals show the efforts of members of the Horticultural Club of the Bloomfield, New Jersey, Junior High School. The school is fortunate in having a greenhouse and a Horticultural Club which offer the students interested in plants an opportunity to further their knowledge.

The greenhouse is on the third floor of the building and is approximately half as large as a classroom. It has a private heating plant which is used during vacations when the main heating unit is shut off.

Early in the fall of each year, the Horticultural Club is organized. It is started early so plants may be brought in before the frost.

Purposes of the Club are to supply plants to add to the attractiveness of the school; to teach the pupils temperature control, slipping plants, rooting flowers, floral arrangements, insect control; and to raise plants for the spring planting of the flower beds in front of the school.

Last year twenty-five students joined the Club. Pupils alternately take charge of the greenhouse and perform necessary tasks each period of the school day.

One of the most thrilling experiences of the Club members came last Christmas when they exhibited thirty-six blooming poinsettias. They sent the poinsettias to a home for the aged.

Also in December, they cleared the flower garden in front of the school in preparation for 100 tulip bulbs. By December, 70 new plants were brought into the greenhouse. Among them were white begonias, pink begonias, asparagus pumosa, and *Tardes Cantia*. In January, twelve narcissus plants were blooming, and a gardenia was ready to flower. In the spring, the Club raises several hundred tomato and pepper plants.

At Easter, members of the Club took home to their mothers plants which they had raised.

The Horticultural Club also makes several

WANT GOOD SERVICE?



When in a rush, send your order to us.

26 years of good materials.

Catalogue free.

Indianhead Archery Mfg. Co.

Box 303 - SA

Lima, Ohio

Extra prompt service

trips. Among them are a visit to the flower show at a local county park and a trip through the Botanical Gardens in New York City.—NORMA MERRITT, Horticultural Club Adviser, Bloomfield Junior High School, Bloomfield, N. J.

BEAUTIFICATION PROJECT AT DREHER HIGH SCHOOL

In 1944 the Student Council of Dreher High School, Columbia, S. C., saw the need of several beautification projects. To raise money, the Council sponsored a magazine subscription drive. In the campaign \$450 was raised, and this amount started the beautification program.

At first, the most obvious and immediate needs were met. The Council bought curtains for the cafeteria, potted palms, a trophy case, drapes for the Council room, and prints of masterpieces for the library. The succeeding Councils added concrete benches for the campus and continued buying prints. By the spring of 1946, there was a print in every classroom, and the incumbent Council aspired to buying originals. It was then that Dreher High School left the beaten path, for there is no other high school that we know of in the United States that has ever bought an original painting.

The Council sent a delegation to visit a Columbia artist, Edmund Yaghjian, head of the Art Department at the University of South Carolina. As a result, Dreher purchased one of his paintings, "The Covered Bridge," and thus the first original took its place in the halls of Dreher. Three others by South Carolina and Georgia artists followed in swift succession, for professional artists became interested in the unique project and did everything they could to encourage it. They lowered their prices and recommended other outstanding artists' work for the collection.

The Council of 1947 carried on the tradition and sent a delegation of ten students from the Council and the Art Department to an art auction at the University of Georgia, where they had bought paintings the previous year. The artists there remembered Dreher High and helped the students a great deal. Just before the auction, Lamar Dodd, head of the University of Georgia Art Department, introduced the Dreher delegates and told the audience of their unique project. The audience took their cue, for, during the auction there was suspiciously little bidding against the students from Dreher High. The delegation bought four originals, and the next morning, artists at the University added four more as gifts to Dreher's collection.

When Dreher held the fourth annual art exhibit and Council reception on May 21, 1947, there were thirteen originals and twenty-five prints on exhibit. In four years the Council has spent nearly \$2000 on the beautification program. The paintings are the students' property bought with money from their magazine drives; they admire and protect them as if they were individual possessions.

The beautification program has been in effect

for four years, ever since Miss Moselle Skinner, the present art teacher came to Dreher; there have been four art receptions; and, although enrollment has decreased slightly, the number of students taking art has tripled since 1943. Students have become art conscious; they have requested that their prints be redistributed among the classrooms periodically and that they be hung at eye level; they know which paintings they like and which they dislike, and the buying committee hears their opinions.

Effects of the beautification program on the school are only more striking when one considers that the program was student-instigated, is student-financed, and student-supported. The students have done a fine job in their own school, but they are not satisfied, for there is now no fine arts gallery in Columbia. Dreher has the only publicly-owned collection of paintings in that city; therefore, it is the aspiration of the students and faculty of Dreher High School that the beginning in their school will lead to the building of a fine arts gallery in Columbia.—ELIZA POLLARD, Dreher High School, Columbia, S. C.

CLASSROOM COMMITTEE PLAN GIVES ALL EQUAL CHANCE


At Athol, Mass., High School, we try to be as democratic in our dealings with the student body as we possibly can. One way we apply this principle is in the preparation of the Senior Classbook.

The teacher in charge of the Classbook invites all seniors who desire to do so to participate in the work. The only ones barred are those whose own graduation is doubtful. All volunteers meet and elect one of their members to serve as the chairman of the Classbook Committee.

Members of the committee are encouraged to write about pupils in their own English divisions, for they usually know them best. The chairman makes a list of the pupils each of the members plan to write about. This group meets daily for about a half hour and discussions are held of the work under way. All write-ups are read and approved by the group, typed, corrected, put in alphabetical order, and then turned over to the teacher in charge of final corrections. A half dozen students who have been most interested in the work serve as a rewrite committee to make the suggested corrections. This group also write the legends to go with the pictures printed in the book.

UNIFORMS

New Style Book showing
Uniforms IN COLORS.
Also special designing. Wonderful
line of samples. Write us first.
DeMoulin Bros & Co., 1060 S.
4th St., Greenville, Illinois



Th
alwa
woul
their
were
gives
squ
do s
valu
Atho

REF
OF C
Th
and
prom
in th
field
mook
tree-
Coun
schoo
has a
conti
on C
have
limit
diti
was
ond
Ump
John
Re
made
schoo
and
spruc
Pri
ducte
mem
deter
For t
muni
and
usual
by th
by th
ment
are p
young
is be
is rea
On
are b
the s
rows.
teams
a boy
issued
trees
plant
ing o
Eac
local
who c
name:

The advantage of this system is that there are always some pupils in a group who say that they would have liked to have done something for their class, but either did not have the time or were not asked. Our classbook committee plan gives all an equal chance and eliminates petty squabbles. It gives those students who desire to do so an opportunity to do something of lasting value.—HELEN R. TOWERS, Athol High School, Athol, Mass.

REFORESTATION PROJECTS OF OREGON SCHOOLS

The dawn of a new era in forest conservation and youth education in Oregon had its first promising beginning in high schools of the state in the late thirties, when John Queen of Marshfield High School and Dave Kennedy of Tillamook High School interested the students in tree-planting excursions. Dave Kenneay, veteran County Agent, was the first to combine high school students with the 4-H forestry clubs and has since carried on the tree planting program continuously. Other forestry 4-H clubs in Marion County, Multnomah County, and Linn County have been active in planting projects on a more limited scale since 1939. The latest major addition to the high school reforestation program was Reedsport High School, which held its second annual tree-planting trek in March on the Umpqua River Project under the leadership of John Skaluuren, Mayor of Reedsport.

Reedsport and Marshfield High Schools have made the largest plantings, the students of each school restocking nearly thirty acres each year and using more than 20,000 Douglass fir, Sitka spruce, and Port Orford cedar seedlings.

Prior to the planting, a field survey is conducted by the local High School officials and members of the State Forestry Department to determine the location of the area to be planted. For the most part, these plantings are made on municipal watersheds, state parks and county and state forest lands. The necessary seedlings usually two years old, are supplied without cost by the Oregon Forest Nursery, which is operated by the State Forester. Planting tools and equipment, plantation markers, and transportation are provided by the local forest agencies. The young people are advised what type of clothing is best suited for the project and the planting is ready to begin.

On the day of the occasion, the young people are briefed in the best planting procedure and the space which is to be maintained between rows. The students are then divided up into teams of two, each team consisting of a girl and a boy as partners. A number of seedlings are issued to each girl, who carries the dampened trees in a small burlap bag. The boy carries the planting tool and does the actual work of placing of the seedling in the ground.

Each group of five teams is supervised by a local lumberman or forester and those students who do the best job are entitled to enscribe their names on the large white markers which have

been established as boundaries for the plantation.

In Oregon, the task of reforesting and protecting the large areas of cut-over and denuded forest lands has become one of the major activities of the timber industry and public foresters. To further this important work, much streamlined and modern forest legislation in the way of conservation has been enacted. However, the principal agency responsible for passing the educational features along to the younger folks has been placed in the hands of the Keep Oregon Green Association. The local chairmen of this group have displayed remarkable efforts in helping to initiate the school reforestation projects. County Courts and city governments have cooperated by obtaining lands to be planted and the lumber industry has donated forest personnel and supplies for the plantings.

More and more schools, especially the elementary grades, are planning to establish their own planting projects. Some high schools, such as Salem High, have introduced a beginners course in general forestry. The students throughout the state are enthusiastic and, once started, a reforestation project is seldom abandoned. There is much work to be done and Dean Paul M. Dunn, state chairman of the Keep Oregon Green group, which is co-operating with the schools on the tree planting occasions, stressed the need for forest education and reforestation at the Marshfield planting day when he stated, "Oregon is a timber growing state, but there are a good many acres of forest land which are not growing trees. Many folks think only of forest fire protection, never giving a thought to the necessity of planting for new timber crops or of the work and education which is necessary before we can grow these new trees."—HOMER LYON, Reforestation Director, Oregon State Board of Forestry, Salem, Oregon.

HOW OUR SCHOLARSHIP LOAN FUND OPERATES

The Emerson School of Gary, Indiana, has had a very happy experience with a scholarship loan program, planned to assist its students in carrying their education on through a college or university.

Emerson School was organized in 1908, and since that time has graduated 5,512 students. Of these, more than one hundred fifty have been helped through a university course by loans from the school's scholarship fund.

In the thirty-nine years, no student has been refused a loan. All students are acquainted with

BLACK MAGAZINE AGENCY

Subscriptions Serviced for 6, 8, 9 or 12 months
SPECIAL SCHOOL RATES

Write for Price List—S-7

P. O. Box 312 LOGANSPOUT, INDIANA

the loan fund and know that they can have the money for the asking. Yet we have acquired only one note that the school would be willing to sell at a discount.

The policy is for one individual to handle all loans, because the program is based on the psychological fact that human beings are prone to be just about what you expect them to be. A committee would raise questions about how the borrower expects to repay the loan. This question must not be raised. It must be assumed that the loan will be repaid, and nothing should be said about the matter.

All loans are secured by the signatures of the borrower and his parents. No attention is paid to the financial standing of the borrower. The loans are usually made for five years, so the borrower will have one year out of school before the payment is due. No interest is charged if the note is paid by the date it is due. Interest at six percent begins to accumulate after the date the note is due if it is still unpaid.

Many satisfying experiences have come to the school through these scholarship loans. Several years ago a girl who had just graduated asked the school to lend her ten dollars so she might take a course in Gary College. We knew the girl was without relatives and so poor that she had been taken in by some kind-hearted people who were willing to help her. The loan was made because it was felt that the school should help, but we mentally told the money goodbye when it was turned over to the girl. A year later the girl entered Indiana University and started to work her way through. During the year she repaid the loan. She continued at Indiana University until she earned a Master of Arts degree. She is now married and an outstanding leader in the community.

One of the school's teachers was interested in a boy because of his unusual talent as a painter of pictures and asked if he might have a loan so that he could go to college and further his art education. Started off with a loan of a hundred dollars, before he completed his course the school had advanced him eight hundred dollars. He was so successful that in his senior year he won a scholarship for a year of postgraduate study at the University of Pennsylvania. After completing his study, he was employed as an artist by a Hollywood motion picture studio. The money he borrowed from the school has been fully repaid.

The school now has twenty-eight hundred dollars out on loans to college students, and a cash balance of fifteen-hundred dollars. We know of no effort in connection with the school which has been productive of more good than the scholarship loan fund.—EVERETT A. SPAULDING, Principal, Emerson School, Gary, Indiana.

SPRING FOOTBALL GAME IS A POPULAR EVENT

A spring football game with all the trimmings is a popular sports event at Luther Burbank Vocational High School, San Antonio, Texas. The

game features the hopefuls for the fall team against the departing seniors. All the colorful atmosphere of a regular game is built up for this contest.

The game gives the coaches a chance to see the prospects who have just come out for spring practice in a real game. The students are happy to see the departing Bulldogs, for this game called "the Worn Out Hounds in action for the last time."

The new Cheerleaders, usually just elected and announced the week before, lead the cheering for the new team. The game serves as a special event for their first appearance. The regular Cheerleaders back the seniors. The band is organized into two pep units; the Orange Jackets, the girls' pep club, line up behind their favorites. There is plenty of friendly rivalry between the seniors and underclassmen.

Talks by the coaches and "B" Club members, posters by the Art Class, and the advance ticket sales give the game adequate publicity. Receipts from the sale of 15-cent tickets swells the treasury of the "B" Club and provides extra funds for some pet project. Next fall the boys plan to make movies of the most important football games.—TERRELL F. GATES, Principal, Luther Burbank Vocational High School, San Antonio, Texas.

A TRAFFIC COURT HELPS TO SOLVE THE PROBLEM

We have an acute traffic problem at the Fresno, California, High School, and our new device for solving it is a student traffic court.

The causes of the problem are numerous. The school is located at the intersection of two principal neighborhood arteries of traffic. Drug stores with their lunch counters and soda fountains are located on two corners of this intersection. The pedestrian traffic between these eating places and the school is especially bad at noon because the school cafeteria is awaiting repairs and is unavailable at present for lunch service. Following lunch, crowds of young people linger on the sidewalks, and even in the streets, until time for afternoon classes. The final and decisive factor is added to the problem by the practice of many students of driving cars to school—cars which are available at the noon hour for pleasure and "show-off" driving on the streets around school.

As the problem thus posed is a many-sided one, the solution must be approached simultaneously from different directions. A long-term approach to the extreme lunch-time pedestrian traffic is being sought in the remodeling and re-equipment of the cafeteria with adequate lunch service, soda fountain, and recreation facilities. The tendency to linger on the streets and sidewalks adjacent to the drug store is being diminished by an attractive, diversified, and highly publicized intra-mural sports program during the noon hour. Finally, the driving factor in the problem is being lessened by means of a safe-driving campaign enforced by a student

traffi
tincti
meets
most

The
by th
this
points
who,
lators
prose
points
when
though
which
ular

Our
are e
enal's
cases
have
ment.
six h
school
of pro
by a s
in a r
ment

The
with t
the de
borhoe
approa
Club,
cil ha
court's
we be
templa
lems t
Fresno

traffic court. The latter we consider to be the distinctive feature of our solution and the one which meets the conditions that confront us in their most acute phase.

The court was organized under an act passed by the student government organization. Under this law, the president of the student body appoints a chief justice and four associate justices who, by majority vote, may punish traffic violators. Other court officials are the baliff, clerk, prosecuting attorney, and policemen, also appointed by the president. The justices hold court whenever it is necessary to hear a case, and, though admittedly less formal, the procedures which they follow are similar to those of a regular police court.

Our student magistrates and their assistants are effective. In the five semesters of the tribunal's existence, it has heard an average of six cases a semester. In all but one, the defendants have pleaded guilty and have received punishment. The penalty for the first conviction is six hours of detention and six weeks on the school's non-privileged list followed by six weeks of probation. Repeated convictions, if supported by a sufficient number of witnesses, may result in a recommendation to the city traffic department that the defendant's license be revoked.

The firmness of our student judges, together with the intra-mural sports program, is bearing the desired results. The complaints of the neighborhood residents against the student drivers are approaching the vanishing point. The Kiwanis Club, the P.-T. A., and the National Safety Council have extended their congratulations for the court's effective work. The student traffic court, we believe, to be a success. We are even contemplating the addition of other school problems to its jurisdiction.—W. HAMPTON SAWYERS, Fresno High School, Fresno, California.

A MOVIE BASED ON "THE SWEET SINGER OF ISRAEL"

Recently one of my greatest ambitions as a teacher has been realized. It had always seemed too much of a task to attempt to make a movie in high school, until this past year. Early in the year it was learned that one of our senior boys was a skilled amateur photographer. He had access to a camera, 8mm. projector, and other necessary equipment. My students were thrilled at the prospect of making a movie and selected at least fifteen possible character delineations. All agreed on David, "The Sweet Singer of Israel."

After studying David's life, it was decided that there were no less than twenty-five scenes which should be portrayed. That looked like a big order in settings alone until it was suggested that natural background be used. Not far away there was a flock of sheep grazing, a mountain with a cave which became the cave of Engedi, and pasture land covered with rock and mesquite. The class was triumphant upon realizing that the town's natural rock amphitheater would be just right for the king's palace. All filming would be done out of doors.

There were innumerable other problems: how to characterize Goliath; how to get an Angel on Mount Moriah; how to secure armor; and all necessary costuming. Therein lay one of the great values of the venture. The class accepted these problems as a challenge and said that each could be overcome. All the armor was made with unbleached muslin painted with aluminum paint, and heavy paper painted in the same way served as helmets. One of the biggest boys standing on an elevation portrayed Goliath. A very small boy played David as a lad. On top of the mountain was a very precipitous spot on which to perch the Angel.

A Sunday afternoon was set to start shooting

Bandmasters!



**THE SOUSAPHONE
CHAIR-STAND**

- Supports all sizes and makes of Sousaphones.
- Adjustable to all size players.
- Player sits in normal and approved manner.
- Instrument is kept in its normal concert or marching position.
- Chair-Stand serves as rack when instrument is not in use.
- A must item for the young beginner or the girl sousaphonist.

Write direct to

Wenger Music Equipment Co.
OWATONNA, MINNESOTA

the pictures. Much encouragement was given by the local paper, *The Big Spring Herald*. This was noticed by a man connected with movie production, and he came out to watch the group get started. Naturally, this added to the enthusiasm. The filming was not finished in one afternoon. At times it was necessary to wait for correct light. Finally all of the film was sent to a developer. The class could hardly wait for the big night when the film could be shown for the parents.

This project was not especially difficult. It was something different and intrigued students who disliked routine study. School can be fun!—ELIZABETH M. AKERS, Big Spring High School, Big Spring, Texas.

HERE'S HOW OUR SENIORS LEARN ABOUT VOCATIONS

To encourage and assist seniors in a practical manner in selecting a vocation, the advisors and officers of the senior class of West Senior High School, Madison, Wisconsin, organized a series of six vocational programs.

Early in the year, all seniors filled out a questionnaire concerning their plans for further education and their tentative future occupational interests. With these questionnaires as guides, the advisors selected the most popular fields to be discussed. One activity period every other week for about three months was set aside for the programs. Three different talks were given on the same day in the hope that each senior would find one that would interest him. With this aim in mind, it was necessary to include on the same day a talk which would primarily interest boys as well as one that girls would generally favor; one that would appeal to those planning to go into the professions as well as one for those not interested in further schooling. For example, during one activity period the three subjects discussed were law, nursing, and trades.

A general talk on the importance of selecting a vocation and the aspects to be considered in choosing it initiated the series. Subjects presented on given days and based on student preferences as revealed in the questionnaire were: radio, medicine, and secretarial work; nursing, law, and trades; engineering, advertising, and social work; teaching, accounting, and pharmacy; interior decorating, aviation, and scientific research; department store work; journalism, and dentistry.

Each speaker was introduced by a member of the senior speech classes, so as to give these students an opportunity for practical experience in talking before groups. Speakers were carefully selected who had been trained in their particular fields, were currently active in those vocations, were prominent in their work, were able to speak well, and would appeal to high school audiences. They were asked to present the various opportunities found in each field, the disadvantages, the essential personal qualifications, the education and experience necessary, and also the salary and advancement possibilities. Fol-

lowing each speech, students were encouraged to ask questions. Senior English classes wrote letters to thank the speakers, and they were typed by senior typists.

The entire series was enthusiastically received by the students, who realized the practical value of such talks, particularly at a time when most young people are seriously considering their future vocations.—HELEN SCHAARS, West Senior High School, Madison, Wisconsin.

DEVELOP WORLD UNDERSTANDING THROUGH STUDENT ACTIVITIES

When I was a student at Cambridge University, England, in 1936, an English woman's comment on my answer to her inquiry as to my home was, "How Desolate!"

All I had told her was that I lived west of the Mississippi River in Lincoln, Nebraska. I hastened to explain to her that we Middle Westerners think this section is the heart of the United States, that desolate is not an accurate description. Her lack of knowledge of our country is not, however, far different from our lack of understanding of hers, certainly of the United Kingdom.

One real difficulty for us is to understand that our information and our attitude on world affairs are important. We need to do all we can to promote broader international understanding, for pupils whose contact with persons from other countries is almost non-existent. There are many opportunities for developing world understanding through student activities.

Pupils might start with programs built around a study of the United Nations Charter and the possibility of developing through it a world government with its first function maintenance of peace. Themes related to world understanding are appropriate and extremely timely for assembly and club programs, articles for the school newspaper, etc. UNESCO has and is likely to continue to supply helpful material for use in school newspapers.

There is a place in high school newspapers for discussion of world events in high school style, sharpened by wit to promote thinking beyond the school sphere.

Sponsors of lecture series will usually give the high school press opportunity for interviews along with the city press. Both the reporter and the reader find through this that world ideas are not remote from their lives.

Another device for spreading knowledge which leads to understanding is a daily newscast for the school by pupils selected on a competitive basis. Or every pupil in a class can have an opportunity to analyze the news for others, if a different group within the class makes a newscast for a class once or twice a week.

In the newspaper staff, in the club, in the school at large pupils need to practice the arts of being free and governing themselves. Thus the ideal of participation in a larger society will be more easily achieved.—BELLE FARMAN, Lincoln High School, Lincoln, Nebraska.

STUNTS *for Programs and Parties*

Matched Toasts for the Banquet

To the Seniors

S is for SENIORS,
In whom Juniors see
What all high school students
Hope sometime to be.

E is for eloquence
Needed tonight
To make this occasion
Seem fitting and right.

N is for nothing
We hope will prevent
Our showing the Seniors
How much they have meant.

I is for interest
We juniors shall take,
To equal the record
The Seniors now make.

O's for occasions,
We've met with your class,
Which now we appreciate
More as we pass.

R is remembrance
More precious than gold,
Which we, of you Seniors,
Will promise to hold.

S is for sorrow
We will feel as you go,
But let's not spoil this evening
By reciting our woe.

To the Juniors

J is for JUNIORS,
The next class in line,
To whom the name SENIORS,
We'll gladly resign.

U is for under,
Where you've had to be,
Because you were younger,
A year, than were we.

N is for now,
We turn over to you
The work that we Seniors
Were hoping to do.

I is for infinite
Good for the school,

Which out of your leadership
Surely will rule.

O's for occasions,
Like this one tonight,
When you and your efforts
Have brought us delight.

R is our record
We finish today,
As we take our belongings
And get out of your way.

S is for something
We'd have you retain—
Our thanks, for we thank you.
And thank you again.

Nut-Ads and Nut-News

Supply the players with want-ad sections of the newspaper, scissors, paste, and sheets of paper onto which they can assemble their nut-ads. At "Go" each player selects words and phrases from different advertisements and assembles them in the craziest manner possible, in one, three, or five ads, depending on the time available. For example: "Wanted: three-bottom John Deere plow with heating pads, venetian blinds, and picket fence." "For sale: girl's coat, 1946 4-door model with new seat covers and 30-gallon water tank." "For rent: sleeping room for man with baby chicks, 200 bales of clover hay, and four new tires." Ads are collected and read to the group. Prizes may be awarded for the nuttiest.

A similar "Nut-News" stunt is based upon news stories instead of advertisements. Each player is given a page of the paper, or better still, two half pages, each of a different type of news-world, local, sports, financial, social etc. Only one story is assembled, and should be limited to ten or a dozen items.

Necktie Sale

A fascinating project that offers a wide variety of experiences and at the same time brings in some financial return is a necktie sale. Old men and young wear neckties, but seldom wear them out. This means that in every home are neckties that the owners are tired of wearing, but that are entirely new to someone else. At the mere suggestion, they may be had for any good cause.

Since neckties do not come in sizes to fit the wearer, the number of prospects for the sale of ties is unlimited. Advertising, displaying, and selling offer no problems—only opportunities. The one problem—that of reconditioning—can

be easily solved with the help of some local dry-cleaning firm interested in the cause and desirous of some favorable publicity. Such a firm can clean the ties at almost no cost in labor and materials. The school's Domestic Art Department is equipped to do the pressing.

Why not a necktie sale? It will help everyone.

Comedy Cues

SEASONS MIXED

"A moth leads an awful life."

"How come?"

"He spends the summer in a fur coat and the winter in a swimming suit."

—Balance Sheet

SHORTENING WORDS

Can we shorten further? We now say "scram" or "beat it" for what our parents called "skidoo", our grandparents in the Civil War period "ske-daddle", and their parents in the early 19th Century "absquatuate". So says Louise Pound in the Foreword to *The American Thesaurus of Slang*.

A scientist is a man who knows a lot about a very little; and keeps on learning more and more about less and less, until he finally knows nothing at all.

—The Collegio

SAME CONDITION

At the public library a small boy presented a well-worn, dirty volume at the return desk. The librarian glanced at the book, leaned forward to take in the size of the boy, and then remarked, "This is rather technical, isn't it?"

Planting his feet firmly on the floor, the boy, half defiantly, half apologetically, said, "It was that way when I got it."

—Balance Sheet

Mamma—"And what did mamma's little baby learn in school today?"

Son—"I learned two fellows not to call me mamma's little baby."

—North Carolina Education

Typical Minutes of Bay League Forum

(Continued from page 255)

the judge. Judges should check this condition. Santa Monica made the same complaint.

Beverly and Redondo suggested that the judges meet before the football season starts to unify and standarize their methods of judging.

Santa Monica recommended that each judge deliver a copy of his score sheet to

each participating school within 24 hours after the game.

It was voted unanimously to request the Bay League officials to see that this is done.

OPEN DISCUSSION

The matter of forming a Debate League among our schools was approved. Redondo was requested to contact all debate coaches.

Spring football was discussed. Opinions as to its value was divided about 50 - 50.

It was voted that the next meeting should be held before the first football game at Beverly Hills. Jordon High School will be a member at that time.

At 2:45 the meeting was adjourned to the Vikes' Inn for refreshments.

Respectfully submitted,

Lucy Wight, A. S. B. Secretary

APPROVED: A. R. Veenker, Vice-Principal

Assembly Programs for May

(Continued from page 260)

If the program was a dramatic sketch, was it presented seriously? Was the program for "our" group or was it beyond "our" age and understanding.

c. Did the program "fit" into our lives, or was it entirely foreign to our interests.

II. Interest (maximum 3 points)

a. How effective was the program in attracting and holding your interest. How did it achieve this hold on your interest, through its charm, or through its impressiveness?

III. Resourcefulness (maximum 3 points)

a. How much originality was displayed in working out the ideas portrayed. (Cleverness in working out ideas.)

b. Were the ideas original?

c. How much of the material available for use in presentation of programs of this type was used, and how much originality was displayed in its use?

IV. Values to students and to school (maximum 6 points)

(It is suggested that each question listed below be rated two points each.)

a. Did the program suggest new interests or ideas to you?

b. Did it tell you anything new?

c. Was this program entertaining enough to schedule another of its type?

Item

Score

I

II

III

IV

Your score for this program

Class average is found by dividing the total of all pupil ratings by the number of pupils.

Class average only is sent to office for Assembly Committee.